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ABSTRACT

The factors that influence students' educational aspirations are of critical importance to both teachers and policy makers. To determine how grade eight students in Toronto make the decision whether or not to attend college, 120 inner-city eighth graders and some of their parents, teachers and principals were interviewed. In the second stage of the study 3,969 eighth grade students were surveyed, and in the third stage 231 students were involved in indepth interviews. The most important finding of the study was that eighth grade students, as a whole, value education second only to health and family. Over half (58%) were considering college. Students who felt they had the ability and planned to go to college were more likely to come from a higher socioeconomic level. Parents and teachers were listed as having the most influence on their plans. Money was not found to be a deciding factor in the decision to attend college; most students did not have information about college costs or family income. A series of 51 tables presents the findings of the surveys in detail. In addition, the appendices contain a list of schools in the study, tables showing students' country of birth, sample letters and consent forms for parents, interview and survey questions, teacher rating forms and information on students in nontraditional courses. (JAC)

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POST SECONDARY PLANS
OF
GRADE EIGHT STUDENTS
AND RELATED VARIABLES

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# 165

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- The sociology students who conducted the first stage of the study. They wrote papers on their observations and findings which have been frequently referred to in this final report. Two of the students are listed as authors; the names of the other eight are: Mary Anne Armstrong, Dianne Livesley, Gary Machan, Susan Martin, Jill McNall, Sandra Scovino, Hee Sung and Dawn Walcott;

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INTRODUCTION

The Toronto Board of Education first requested a study of students' post secondary plans in 1975 when it approved the following motion:

> That the Toronto Board of Education initiate a research project to update the Every Student Survey of 1970.
>
> That it include a study on the formation of educational future post secondary expectations amongst intermediate (7, 8, 9, 10) students and their families.
>
> That the following variables be considered:
>
> 1) Existence of tuition fees.
> 2) Nature of support scheme.
> 3) Socio-economic background.
> 4) Sex.
> 5) Cultural determinants.
> 6) Access to information about post secondary education.
> 7) Expectations of family, school, student.
> 8) Academic determinants.
> 9) Peer group determinants.
> 10) Demographic determinants.
>
> That a copy of the research design be tabled at the School Programs Committee, the design to include budget implications and further recommendations as to alternate methods of funding the study before the research project proceeds.
>
> (Minutes of the Board,
> February 13, 1975, p.89)

On April 3, 1975, the Board accepted a recommendation from the School Programs Committee:

> (c) That the Board initiate, subject to budget considerations, a review of the literature on post secondary expectations and

> accessibility. The object of this study is primarily to prepare recommendations designed to improve Toronto student accessibility to post secondary education, and that an amount of $6,000.00 be included in the Budget estimates for this purpose.
>
> (Minutes of the Board, pp.188-9)

The resultant literature review entitled Educational Aspirations, What Matters? (Deosaran, 1975) attempted to identify: (1) what is known about post secondary expectations and accessibility, (2) what is not known, and (3) how and where it is possible to embark on solutions or further investigation.

In the summary of that report (pp.71 - 82), Deosaran stated that "social class and sex are two variables prominently related to both students' post secondary educational aspirations and their actual enrolment" and that "language, ethnicity, location of residence, ability, family size, birth order, information access, type of high school and program, personality traits and the role of significant others" are other specific factors which are also related. He then wrote:

> In large measure then, to say that any one of the above variables sufficiently explains students' educational aspirations is indeed a half-truth. Instead, one of our soundest conclusions is that these variables interact to such an extent that no single one can, by itself, give an adequate explanation of the formation or presence of students' post secondary educational aspirations.

Concerning what is not known about post secondary aspirations, Deosaran noted that "research is somewhat lacking in the ways whereby students' educational aspirations are formed."

He elaborated as follows:

> We do not, for instance, have a systematic understanding of what types of values or subtle reinforcement students derive from their parents towards the formation of educational aspirations. We can, however, anticipate relationships between a student's educational aspirations and extrapolate, for example, from the presence of other university-educated members within his/her family. But as to the way in which students' aspirations become limited or enhanced by family values, we are left in some doubt.
>
> When and how students' educational aspirations are influenced by either financial resources or indigenous value orientations remains of critical importance to both teachers and policy-makers. It is, unfortunately, a question so far unresolved in the research literature within Canada at least.
>
> Basically, two major questions arise in terms of social class and accessibility:
>
> (1) Why are more able and willing students not attending university?
>
> (2) Why are more able students not willing to attend university?

Several years after the literature review was completed, on August 31, 1981, the School Programs Committee passed the following motion:

> That the Director of Education be asked to report on the feasibility of a research study to examine the aspirations of Toronto secondary school students to post secondary education.
>
> (Minutes of the Board,
> September 3, 1981,
> p.751)

On September 17, 1981, the Chairman of the Toronto Board of Education met with Ms. Teri Hilborn, Special Projects Staff Person to the Education Commission of the Students' Administrative Council (SAC) of the University of Toronto, Professor Michal Bodemann of the Sociology Department of the University of Toronto, and the Chief Educational Research Officer and the Research Associate of the Toronto Board of Education to discuss the feasibility of a co-operative research study on accessibility to post secondary education. A number of research strategies and schemes for co-operation were proposed from which evolved a plan which was presented to the School Programs Committee. The Toronto Board then recommended:

> (1) That the Research Department be authorized to co-operate with Professor Bodemann and the Students' Administrative Council (SAC) of the University of Toronto in the research study; and
>
> (2) That funds in the amount of $3,000 be approved from General Contingency for 1981 and that $7,000 be included in the 1982 budget for this research study.
>
> (Minutes of the Board
> October 14, 1981, p.831)

PROCEDURES

Data Collection

Data were collected in three stages.

The First Stage

The first stage was exploratory in nature and was primarily managed by Professor Bodemann of the University of Toronto who made the study part of his third-year field practice course entitled Applied Sociology. He asked ten of his students to participate; they agreed and worked on the project in pairs.

The purpose of this first stage was to develop a synthesis and some tentative hypotheses on how grade eight students make the decision whether or not to go to university and how they consider other post secondary options. These suppositions were then to be used in the development of the third stage of the study and in the composition of the final report.

The university students began their work during October of 1981 and first set about deciding how many and which of 37 Toronto senior and composite elementary schools they would approach for the purpose of selecting a strategic sample of approximately 120 grade eight students. Their aim was to select schools which were representative of the different socio-economic areas of the city and which enrolled students from the major cultural/ethnic groups. The Toronto Board Research Department assisted by providing data from the Inner-City Criteria Review (Bates & Rutledge, 1981) and The Grade Nine Student

Survey: Fall 1980 (Wright & Dhanota, 1981). The inner-city data are produced under the supervision of the Co-ordinator of Inner-City Programs and classify elementary schools in Toronto as inner-city or non-inner-city according to the cultural, socio-economic composition of the school population and according to student data on the variables mobility, single parents, cultural origins, income, both parents working, and housing. The inner-city schools are further classified into three categories according to their degree of inner-citiness. A complete listing of elementary schools by inner-city categories is found in Appendix A. (Class I schools have the highest degree of inner-citiness.) The grade nine survey data are produced under the direction of the Chief Educational Research Officer and include student's level of study, birth place, mother tongue, family structure, parents' or guardians' occupations, language fluency, race and colour. The places of birth of the 1980 grade nine students as recorded by the survey (see Appendix B) were organized according to their previous elementary schools with the help of the Toronto Board Computer Services Department to provide a rough estimate of the cultural/ethnic makeup of each elementary feeder school.

Using the Toronto Board data, then, the university students selected ten schools with inner-city ratings and approximate cultural/ethnic compositions as follows:

School A

Non-inner-city

Born in Canada - 91%
Born in U.S.A. - 3%
Born in Europe - 3%
Other - 3%

School B

Non-inner-city

Born in Canada - 91%
Born in Europe - 5%
Born in U.S.A. - 2%
Other - 2%

School C

Non-inner-city

Born in Canada - 82%
Born in U.S.A. - 9%
Born in Europe - 6%
Other - 3%

School D

Inner-city (Class III)

Born in Canada - 85%
Born in Europe - 6%
Born in Caribbean - 6%
Born in U.S.A. - 2%
Other - 1%

School E

Inner-city (Class III)

Born in Canada - 66%
Born in Europe - 17%
Born in Far East - 6%
Born in Caribbean - 6%
Born in South America - 3%
Born in South Asia - 1%
Other - 1%

School F

Inner-city (Class II)

Information on place of birth unavailable.

School G

Inner-city (Class II)

Born in Canada - 49%
Born in Europe - 37%
Born in South America - 4%
Born in South East Asia - 4%
Born in Africa - 2%
Other - 4%

School H

Inner-city (Class II)

Born in Canada - 47%
Born in Caribbean - 15%
Born in South America - 15%
Born in Europe - 9%
Born in Far East - 4%
Born in South Asia - 4%
Born in Middle East - 2%
Other - 4%

School I

Inner-city (Class I)

Information on place of birth incomplete.

School J

Inner-city (Class I)

Born in Canada - 70%
Born in Europe - 12%
Born in Caribbean - 6%
Born in Far East - 5%
Born in South Asia - 3%
Born in South East Asia - 2%
Born in Africa - 2%

The sociology students were assigned the schools so that as far as possible each pair of students had two contrasting schools from which to sample grade eight students. The Research Department apprised the ten principals of the study and the sociology students then contacted them. With the help of the principals and other members of the school staffs, the university students sampled approximately 400 grade eight students of both sexes, various cultural/ethnic backgrounds and differing academic abilities and then sent letters home to the parents/guardians describing the project and requesting permission to interview them and their children. A sample of the letter and consent form in English is shown in Appendix C; these were also sent out in Portuguese, Italian, Chinese, Greek, Spanish, French, Vietnamese, Polish and Panjabi. They received responses in the affirmative for 160 students from which they selected 120.

For four months - December of 1981 through March of 1982 - the university students observed in the classrooms of these 120 grade eight students, interviewed them and some of their parents/guardians and took some of them on tours of the University of Toronto. A few of their teachers and principals were also interviewed. The classroom observations were done to develop ideas about the organization and atmosphere of the various educational environments and to note teacher-student interactions. The interviews with the students were conducted on a face-to-face basis in their schools, lasted approximately 45 minutes and were of an informal, conversational nature which followed a guideline of questions drawn up by the sociology students as a class beforehand (see Appendix D). The parents/guardians were also interviewed informally for approximately 45 minutes but in their homes; they were questioned particularly with respect to the importance they placed on education for their children.

The Second Stage

During February of 1982, a short survey questionnaire, a copy of which is given in Appendix E, was devised by the Research

Associate and Research Assistant of the Toronto Board and sent to every grade eight student. The purposes of administering the questionnaire were (1) to gather exhaustive data on a number of background variables such as sex, SES, country of birth, first language(s), cultural/ethnic group and academic ability; (2) to determine at which level and in which secondary school the student planned to take grade nine; (3) to discover the relative importance the student places on education in his/her life when balanced against job, money, pleasure, family, love, happiness, freedom and health; (4) to find out whether the student feels he/she has the ability to complete university; and (5) to see if the student plans to go to university.

Numerous cross-tabulations and scalings were performed on these data (see subsequent section on data analysis) to ferret out relationships which were then used to select a sample of students for the third stage of the study and to support or enhance the findings of the first and third stages.

Of the 4,663 grade eight students identified by the Computer Services Department, 3,969 (85%) returned answered questionnaires. The remaining 15% of the students were absent, had transferred or were found to be special education students not ready to leave the elementary system.

The Third Stage

The third stage of the study was conducted during April, May and June of 1982 and involved in-depth structured interviews with 231 grade eight students.

The interview schedule is shown in Appendix F; it was put together by the Research Associate, Research Assistant and two of the sociology students and incorporated many ideas synthesized by the sociology students during the first stage and also suggested by the Guidance Department of the Toronto Board. The interviews required approximately 30 minutes to complete and were conducted in the schools, on a face-to-face basis, by the same two sociology students.

One of the first questions on the interview schedule was:

> Think about the ways you make post secondary plans. Think about all the people you talk to, all the things you experience and all the materials you read, etc. Some of these ways are written on this card. What are the four most important ways you have made such plans? Tell me the most important first.
>
> Friends
> Parent(s)/Guardian(s)
> Guidance Counsellors
> Guidance Materials
> Brothers/Sisters
> Principal
> Teacher(s)
> Cultural Activities
> Male/Female Roles
> Money
> Marks/Ability
> Media
> Personal Hobbies/Interests

Upon answering this question, the students were then asked several detailed questions related to each of the thirteen areas of influence. The interview then closed with a few general knowledge questions about high school and post secondary options (see Part 0 of the Interview Schedule).

The 231 grade eight students who were interviewed for this third stage were identified by first cross-tabulating the answers the entire grade eight population gave to questions 3 and 4 on the survey questionnaire administered for stage two. The questions were:

3. Do you think you have the ability to complete university?

   Yes, definitely
   Yes, probably
   Not sure either way
   Probably not
   No

4. Do you plan to go to university?

   Yes, definitely
   Yes, probably
   Not sure either way
   Probably not
   No

Three groups were then identified:

Group A - 2,046 students (51.5%)

- Those who felt they definitely or probably had the ability to complete university and who definitely or probably planned to go to university.

Group B - 114 students (2.9%)

- Those who felt they definitely or probably had the ability to complete university and who definitely or probably did not plan to go to university.

Group C - 431 students (10.9%)

- Those who felt they definitely or probably did not have the ability to complete university and who definitely or probably did not plan to go to university.

These three groups accounted for 65.3% of the grade eight population. Most of the remaining students were unsure of their plans and/or unsure of their ability (see Table 7).

The 10 schools which were involved in the first stage were not included in this stage; therefore, the remaining 27 schools enrolled the following numbers of students in the three groups:

Group A -	1,238
Group B -	80
Group C -	314

The investigators then decided to sample approximately 200 students from each of Groups A and C and include all of Group B. After random sampling, the numbers were:

Group A -	198
Group B -	80
Group C -	204
	482 - Total

Letters and consent forms (see Appendix G) translated into several languages were sent to the parents/guardians of these 482 students and positive responses were received from 50.4%. In order to make sure that the students had understood questions 3 and 4 and were therefore properly classified in Groups A, B, or C, the interviewers double checked with the students at the beginning of the in-depth interview. As a result, 4 students were found not to belong to any of the three groups, and were not interviewed. Finally, 2 students could not be interviewed because they moved out of the city, and 6 could not be interviewed because they were continually absent from school. Thus, the numbers of students who were finally interviewed were:

Group A - 114
Group B - 37
Group C - 80
231 - Total

The background characteristics of these three groups are described later.

Toward the end of the in-depth interviewing, the investigators became concerned that the students might be overestimating or underestimating their ability to complete university. A letter and form (see Appendix H) were thus sent to the schools asking the principals or other members of the staff to rate the students' ability to complete university. The form read:

> Rate the following students on their academic ability to complete university.
>
> Yes, definitely
> Yes, probably
> Not sure either way
> Probably not
> No

Data Analysis

The data were analyzed separately and differently for each stage of the study and the findings then pulled together to write this report. Most of the statistical analyses were done using Version H of the Statistical Package for the Social Sciences (SPSS) (1979).

The First Stage

Each of the five pairs of sociology students wrote a paper giving a full account of the interviewing and observation which they had done. The papers contained several case studies, some statistics, discussions, conclusions, recommendations and suggestions for the third stage of the study. The students obtained course credits for this work in Professor Bodemann's field practice course entitled Applied Sociology.

The two sociology students who worked on the third stage of the study then organized the five papers into a summary paper for which they received a course credit in Professor Bodemann's independent study course in sociology.

The Second Stage

The open-ended questions on the survey questionnaire were hand coded by four research clerks using code books designed by the investigators.

The occupations of the main wage-earners in the students' homes were categorized according to simplified versions of the Blishen Scale (1976 and 1978) for socio-economic status. These scales rank, by education and income, over 300 occupations for males and females drawn from the 1971 Canadian Census. As was done in the Grade Nine Student Survey: Fall 1980 (Wright and Dhanota, 1981), the Blishen socio-economic categories were collapsed to six categories for presentation in this report.

Frequency counts, in most cases converted to percentages and presented in tables, were used to present the results of the survey. In some instances, cross-tabulations were used to look at the data from two or more questions in more detail.

The purpose of question 10 on the survey questionnaire was to examine the relative worth various subgroups of the students attach to education when balanced against family, love, health, happiness, freedom, job, money and pleasure. The development of this scale is described in Larter and Eason (1978). The method used for analyzing these data was a scaling technique for rank order proportions; the tables of relative proportions were analyzed using a computer program written by S. Nishisato (1972).

The Third Stage

The open-ended questions on the interview questionnaire were hand coded by the two sociology students who did the interviewing for this stage of the study.

Frequency counts, in most cases converted to percentages and presented in tables, were used to present the results of the interviews. In some instances, cross-tabulations were used to look at the data from two or more questions in more detail. In cases where data comprised paired observations on two nominal variables and a test was needed to determine whether the variables were independent of each other or associated, contingency tables were constructed and chi-square tests of independence with df= (R-1) (C-1) were used. For the chi-square tests, the significance criterion was a chance probability less than or equal to .05.

Limitations of the Design

There are three major limitations of the design for this study. First, the observations and conclusions of each pair of sociology students are based on only two schools and are therefore not necessarily true for the entire school system. Secondly, while random samples of Groups A, B and C students were originally identified to be interviewed in depth, the parents of all those did not consent; therefore, the samples were no longer strictly random - this precludes generalization of the results to all grade eight students. And thirdly, many of the findings are based on student self-reported data which for variables such as cultural/ethnic groups and socio-economic status means a special limitation. Of the total 37 schools, Stage One involved 10 schools; Stage Two, all schools; and Stage Three, 27 schools.

FINDINGS

Some Background Characteristics of All Grade Eight Students

The characteristics described in this section were collected through the survey questionnaire which was completed by 3,969 grade eight students.

Sex

The students were almost evenly divided by sex; 50.6% were male.

Country of Birth

Table 1 shows that the majority (69.5%) of the grade eight students were born in Canada. The next four most frequently named countries were Portugal, Jamaica, Hong Kong and Vietnam.

Cultural/Ethnic Group

The students were asked to describe the cultural/ethnic groups to which they belong. Their verbatim responses are given in Table 2. The eight largest groups are Canadian, Chinese,

TABLE 1

COUNTRY OF BIRTH

Country of Birth	Percentage of Students (N = 3969)
Canada	69.5%
Portugal	4.6%
Jamaica	3.7%
Hong Kong	2.2%
Vietnam	2.2%
United Kingdom	1.8%
United States	1.5%
Guyana	1.5%
India	1.3%
Greece	1.2%
China	1.1%
Trinidad	0.9%
Ecuador	0.8%
Yugoslavia	0.5%
Korea	0.5%
Other	6.7%

TABLE 2

CULTURAL/ETHNIC GROUP

Cultural/Ethnic Group*	Number of Students (Total = 3969)	Percentage of Students
Canadian	642	16.2%
Chinese	429	10.8%
Greek	312	7.9%
Portuguese	286	7.2%
English	285	7.2%
Italian	218	5.5%
West Indian	180	4.5%
Jewish	157	4.0%
WASP	99	2.5%
French	91	2.3%
Ukrainian	60	1.5%
German	59	1.5%
East Indian	57	1.4%
Scottish	55	1.4%
Polish	48	1.2%
Spanish	39	1.0%
Serbian/Croatian	38	1.0%
Native Indian	37	0.9%
Guyanese	36	0.9%
Irish	33	0.8%
Black	26	0.7%
Japanese	21	0.5%
Vietnamese	20	0.5%
British	20	0.5%
Korean	19	0.5%
Various religions	160	4.0%
No response/not sure	331	8.3%
Other	211	5.3%

*These are the students' verbatim responses.

Greek, Portuguese, English, Italian, West Indian and Jewish.

Country of Birth by Cultural/Ethnic Group

Table 3 indicates the percentage of students from various cultural/ethnic groups who were born in Canada. The Chinese, Portuguese, Blacks, West Indians, Spanish, East Indians, Koreans, Guyanese and Vietnamese are least likely to have been born in Canada or, in other words, are the groups which have the largest percentages of recent immigrants. More detailed data on the country of birth for various cultural/ethnic groups are provided in Appendix I and highlight some interesting trends:

(1) The Chinese students were born in more countries than any other group.

(2) 15.2% of the Chinese were born in Vietnam.

(3) Most of the Jewish were born in Canada and the United States.

(4) 15.9% of the East Indians were born in the United Kingdom.

(5) None of the Spanish were born in Spain, while 51.3% were born in Ecuador.

(6) None of the Vietnamese were born in Canada.

(7) 26 students referred to their cultural/ethnic group as Black; 46.2% of them were born in Jamaica.

First Language(s)

The students were asked, "What language(s) did you learn to speak first?" Their most frequent responses are given in Table 4. The reader may be interested in comparing these data with those in Table 2 which give cultural/ethnic groups and noting the many similarities.

TABLE 3

CANADIAN BORN STUDENTS ACCORDING TO CULTURAL/ETHNIC GROUP

Cultural/Ethnic Group*	Percentage Born in Canada
Native Indian	100.0%
Canadian	96.6%
Ukrainian	93.3%
Scottish	92.7%
French	91.2%
English	89.5%
Italian	89.0%
WASP	87.9%
Polish	87.5%
German	86.4%
Irish	84.9%
Jewish	83.4%
Greek	82.7%
Japanese	81.0%
British	75.0%
Serbian/Croatian	71.1%
Chinese	41.3%
Portuguese	38.5%
Black	34.6%
West Indian	15.6%
Spanish	15.4%
East Indian	7.0%
Korean	5.3%
Guyanese	2.8%
Vietnamese	0.0%

* See Table 2 for absolute numbers of students in each cultural/ethnic group.

TABLE 4

FIRST LANGUAGE(S)

First Language(s)	Percentage of Students (N = 3969)
English only	54.9%
Chinese Languages	9.7%
Portuguese	7.5%
Greek/Macedonian	7.5%
Italian	4.5%
English/French	3.0%
Spanish	1.7%
East Indian Languages	1.4%
Polish	1.2%
Vietnamese	1.1%
German	1.1%
Serbo-Croatian	1.1%
Ukrainian	0.9%
Patois	0.6%
French only	0.6%
Korean	0.5%

Several other languages were also named, but each accounted for less than 0.5% of the students.

Socio-Economic Status

The jobs or occupations of the main wage-earners in the students' homes were classified into six categories according to the method used by Wright and Dhanota (1981). Then, to keep the information in as simple a form as possible, the six categories were reduced to three levels of SES as follows (N = 3,969):

Levels 2 & 3 - Low SES	- 48.7%
Level 4 - Medium SES	- 18.1%
Levels 5 & 6 - High SES	- 22.0%
No information	- 8.2%
Level 1 (Unemployed, homemaker, student, pensioner, retired)	- 3.0%

Socio-Economic Status by Cultural/Ethnic Group

Table 5 gives the percentage of students in the main cultural/ethnic groups classified as low SES. Over 50% of the Portuguese, Greeks, Italians, Spanish, Guyanese, Chinese, West Indians, East Indians and Polish were rated low. Only 5.7% of the Jewish were categorized as such.

Special Education Classes

According to Toronto Board computer class lists, 9.1% of the 3,969 students were taking special education classes. However, this figure is an underestimation due to the methods used to compile class lists -- while all students in self-contained special education classes are coded as being in special education classes, some of those in withdrawal special education classes are coded as only being in regular classes. In spite of this limitation, the investigators decided to report figures on special education, since, as will be seen later, they

TABLE 5

SOCIO-ECONOMIC STATUS BY CULTURAL/ETHNIC GROUP

Cultural/Ethnic Group *	Percentage of Students Classified as Low SES (N = 3969)
Portuguese	88.5%
Greek	74.7%
Italian	70.2%
Spanish	69.2%
Guyanese	66.7%
Chinese	64.3%
West Indian	63.3%
East Indian	56.0%
Polish	52.1%
French	47.3%
Black	46.2%
Native Indian	45.5%
Vietnamese	45.0%
Serbian/Croatian	44.7%
Ukrainian	40.0%
Scottish	40.0%
Canadian	34.7%
English	34.0%
Japanese	33.3%
WASP	26.3%
Korean	26.3%
German	25.4%
British	25.0%
Irish	24.2%
Jewish	5.7%

* See Table 2 for absolute numbers of students in each cultural/ethnic group.

illustrate some important trends.

Special Education by Sex

A higher percentage of boys (11.5%) were in special education classes than girls (6.7%). (As discussed above, these figures are underestimations.)

Special Education by Socio-Economic Status

The percentages of students in special education classes also vary according to SES. The higher a student rates on SES, the less likely he/she is to be in a special education class. The figures (underestimations) for the 3,969 grade eight students are:

Low SES - 11.5% in special education
Medium SES - 6.5% in special education
High SES - 3.1% in special education

Special Education by Cultural/Ethnic Group

The percentages of students of the main cultural/ethnic groups who were in special education classes are given in Table 6. The Blacks and West Indians are the two groups with the largest percentages. (Again, the figures are underestimations.) While examining these figures, the reader should keep in mind that the Toronto Board refrains from placing new immigrant children directly into special education classes.

The Importance of Education

Figure 1 shows that the grade eight students rank education as third most important in their lives when balanced against family, health, happiness, love, freedom, job, money and pleasure. Family and health were ranked higher than education.

The Importance of Education by Sex

Figures 2 and 3 show the importance of education for boys

TABLE 8

SPECIAL EDUCATION STUDENTS BY CULTURAL/ETHNIC GROUP

Cultural/Ethnic Group *	Percentage of Students in Special Education Classes ** (N = 3969)
Black	34.6%
West Indian	18.9%
British	15.0%
English	13.7%
Portuguese	13.6%
Serbian/Croatian	13.2%
Canadian	12.8%
Scottish	12.7%
French	11.0%
Native Indian	10.8%
East Indian	8.8%
Spanish	7.7%
Italian	7.3%
German	6.8%
WASP	6.1%
Korean	5.3%
Greek	4.2%
Chinese	3.0%
Irish	3.0%
Guyanese	2.8%
Ukrainian	1.7%
Jewish	0.6%
Polish	0.0%
Vietnamese	0.0%
Japanese	0.0%

* See Table 2 for absolute numbers of students in each cultural/ethnic group.

** As discussed in text, these figures are underestimations.

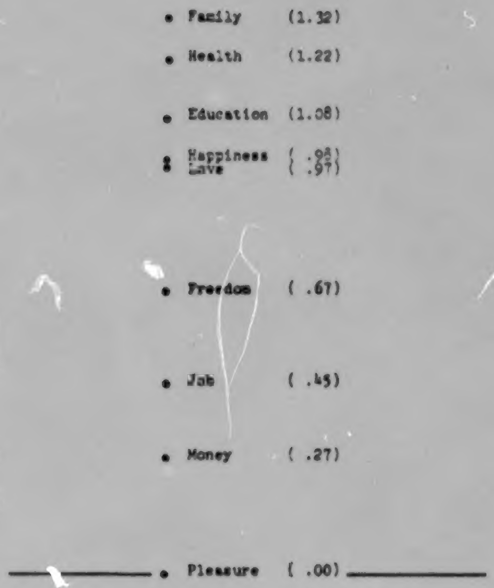

FIGURE 1. The importance of education for all grade eight students. (N = 3,962)

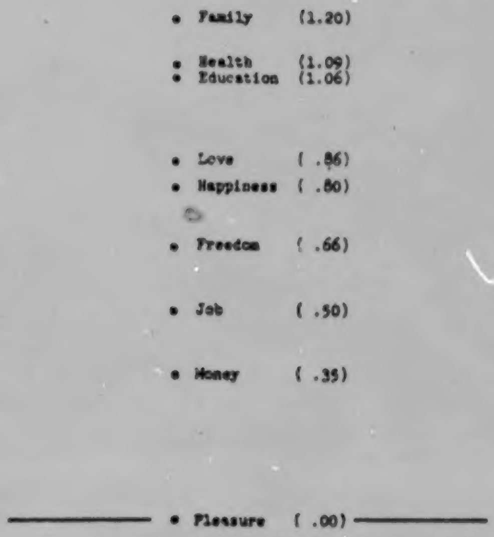

FIGURE 2. The importance of education for boys (N = 2,003).

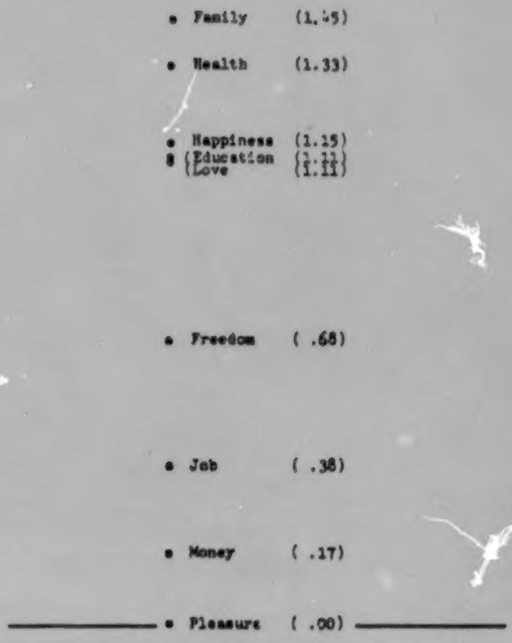

FIGURE 3. The importance of education for girls (N = 1,954).

versus girls The two configurations are very similar with the exception that the boys put slightly more emphasis on education over love and happiness than did the girls.

The Importance of Education by Cultural/Ethnic Group

Figures 4 - 24 show the importance of education for 21 cultural/ethnic groups. The remaining groups were not large enough to perform the scaling procedure. While the configurations for these 21 groups are much alike, some interesting differences are evident:

(1) The majority of the groups placed education in third or fourth place with the exceptions of the West Indians and Blacks who ranked it first; the Chinese, East Indians, Spanish and Native Indians who ranked it second; and the Jewish, WASPS and Irish who ranked it fifth.

(2) All groups ranked freedom, job, money and pleasure last with the exceptions of the Chinese and Guyanese who ranked love instead of freedom low and the Native Indians and Blacks who ranked happiness instead of freedom low.

(3) The majority of the groups placed the most importance on family with the exceptions of the West Indians and Blacks who chose education and the Jewish, French, Germans, Ukrainians, Polish, Serbians/Croatians and Guyanese who chose health.

(4) Most groups ranked happiness and love in the third, fourth or fifth positions with the exceptions of the Jewish who put happiness higher, the Chinese and Guyanese who put love lower, the Native Indians and Blacks who put happiness lower, and the Irish who put love higher.

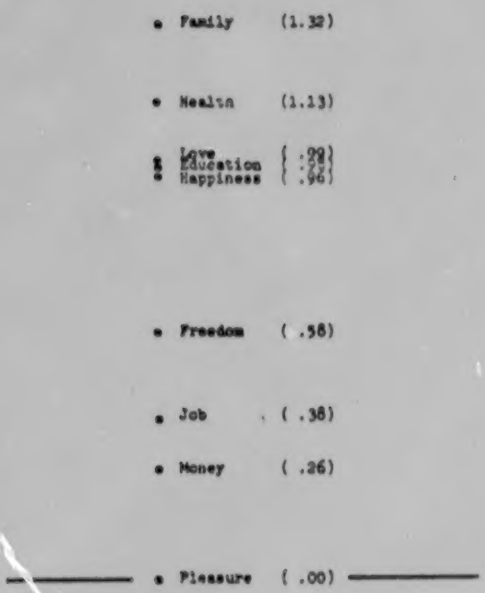

FIGURE 4. The importance of education for the Canadians (N = 641).

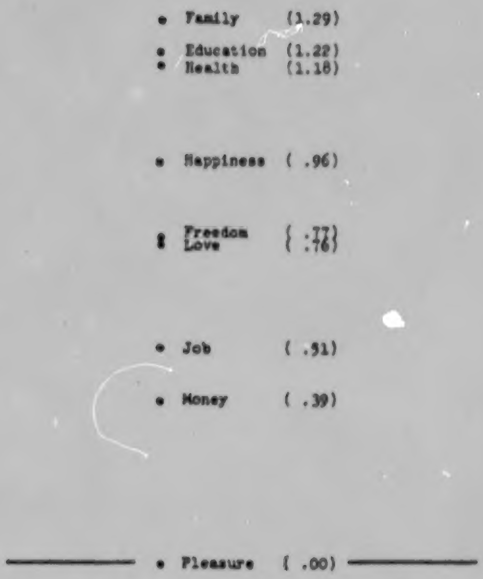

FIGURE 5. The importance of education for the Chinese (N = 429).

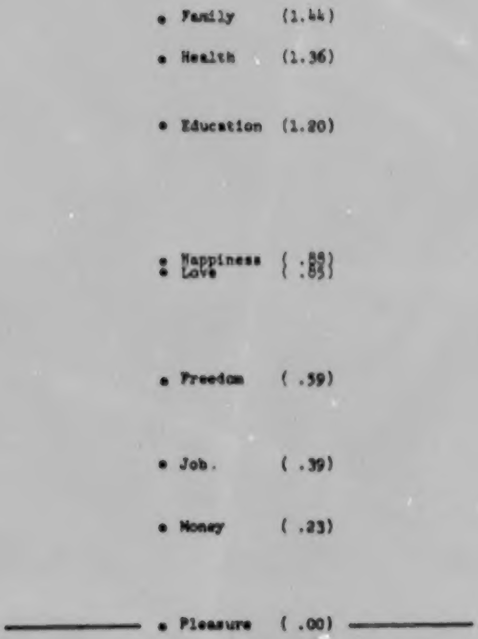

FIGURE 6. The importance of education for the Greeks (N = 315).

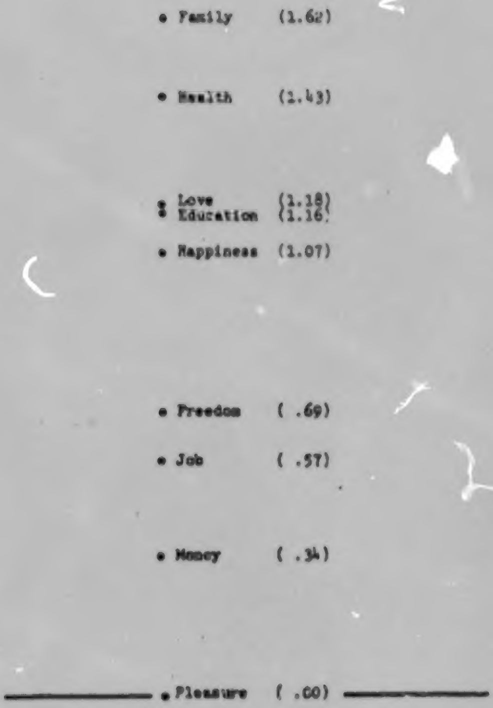

FIGURE 7. The importance of education for the Portuguese (N = 285).

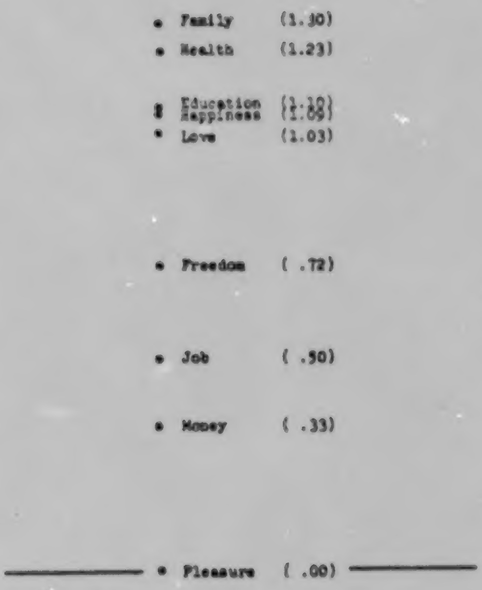

FIGURE 8. The importance of education for the English (N = 284).

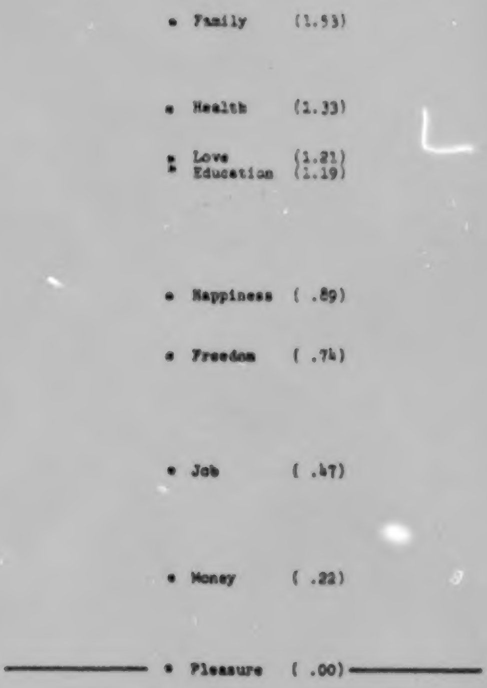

FIGURE 9. The importance of education for the Italians (N = 218).

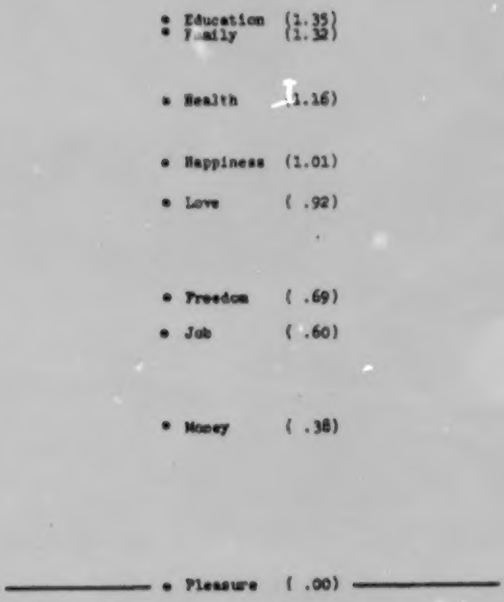

FIGURE 10. The importance of education for the West Indians (N = 180).

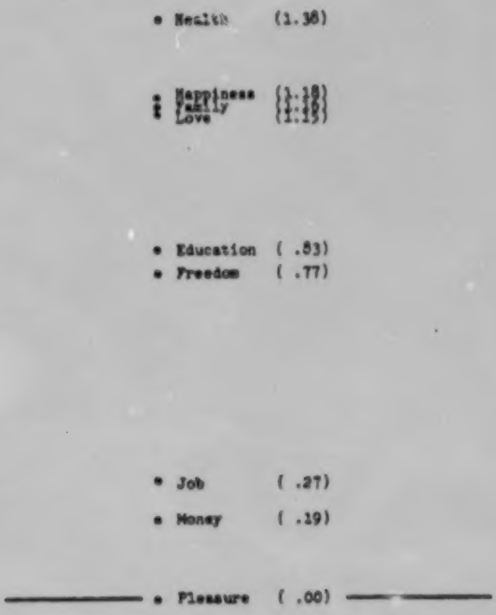

FIGURE 11. The importance of education for the Jewish (N = 157).

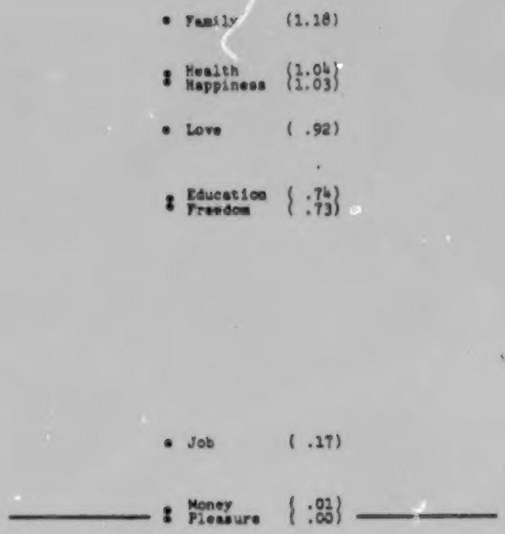

FIGURE 12. The importance of education for the WASPS (N = 99).

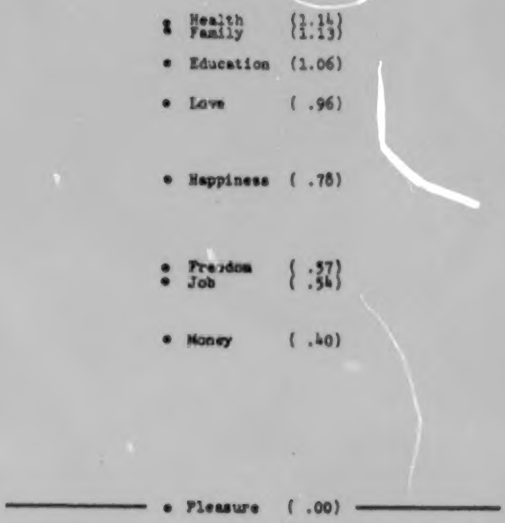

FIGURE 13. The importance of education for the French (N = 90).

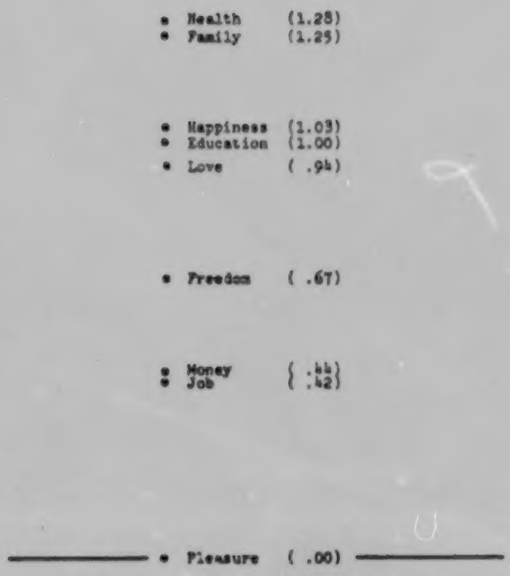

FIGURE 14. The importance of education for the Germans (N = 59).

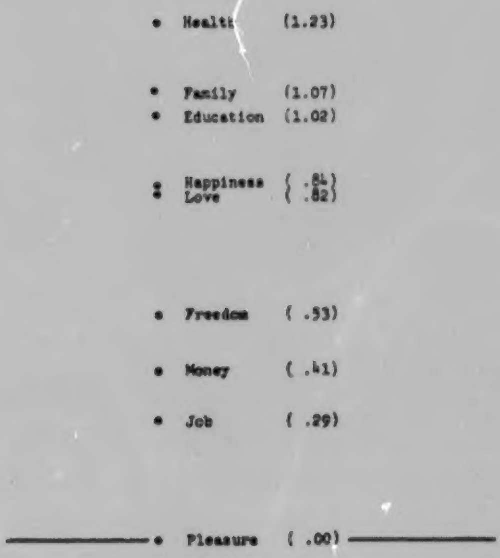

FIGURE 15. The importance of education for the Ukrainians (N = 59).

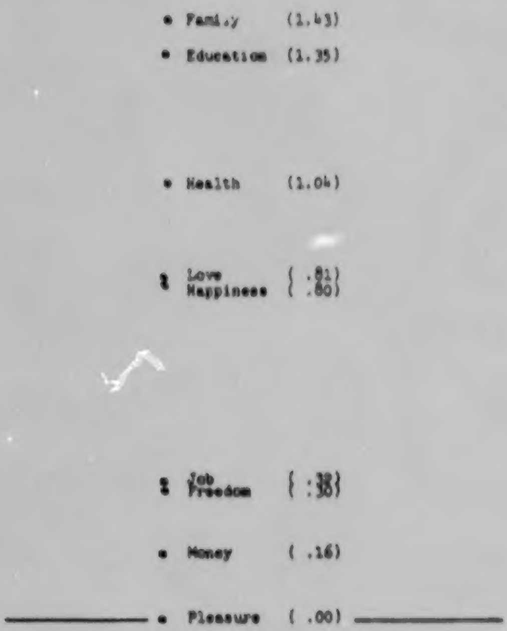

FIGURE 16. The importance of education for the East Indians (N = 57).

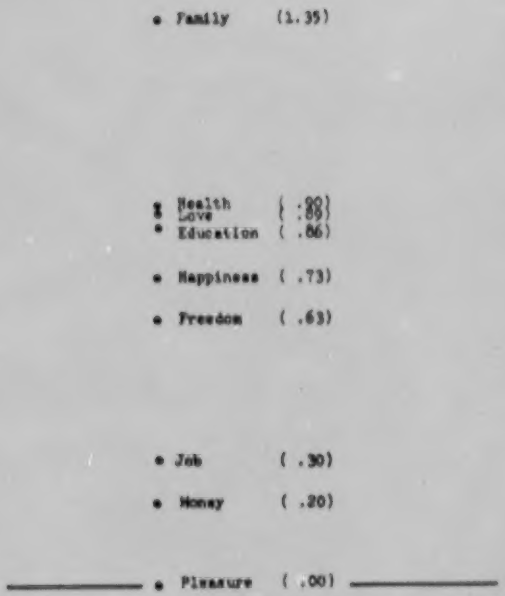

FIGURE 17. The importance of education for the Scottish (N = 54).

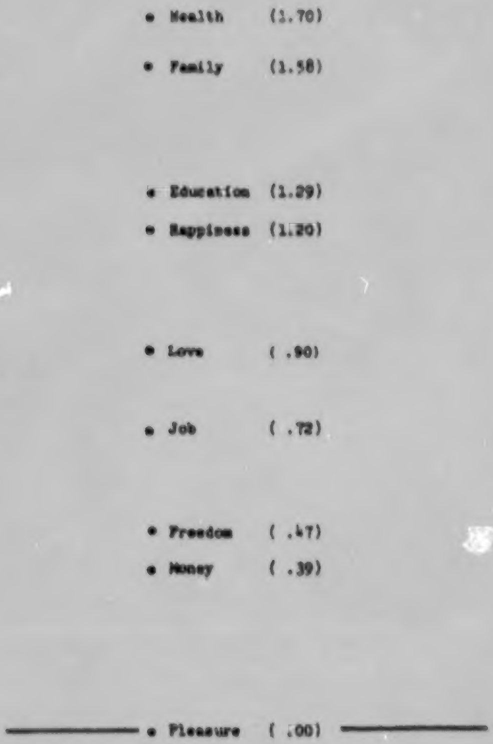

FIGURE 18. The importance of education for the Polish (N = 48).

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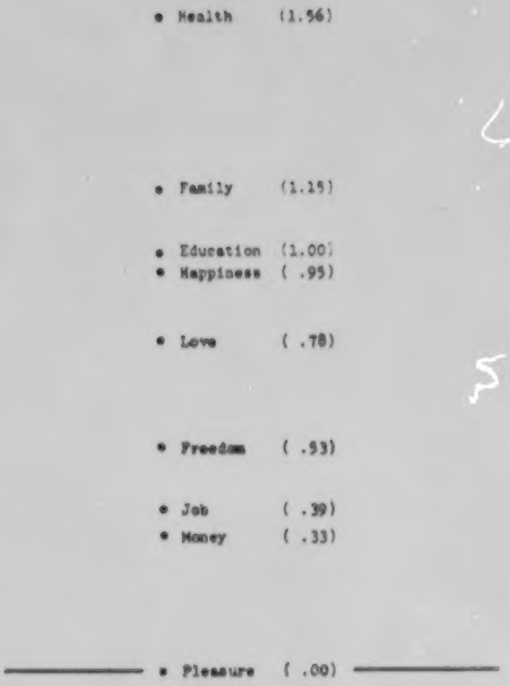

FIGURE 19. The importance of education for the Serbians/Croatians (N = 38).

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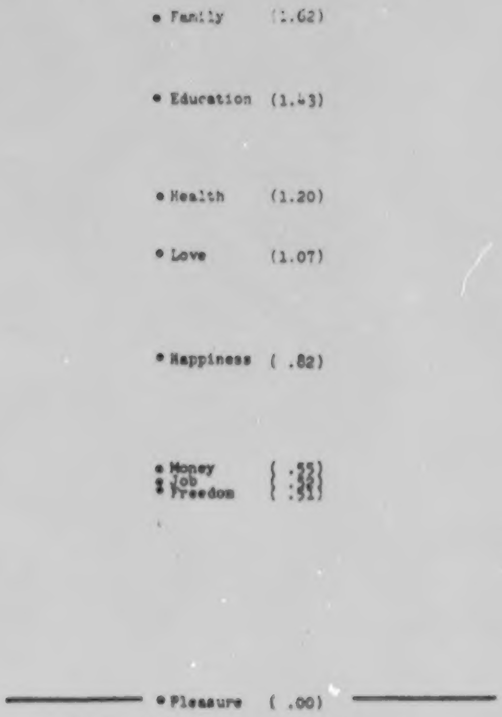

FIGURE 20. The importance of education for the Spanish (N = 39).

7

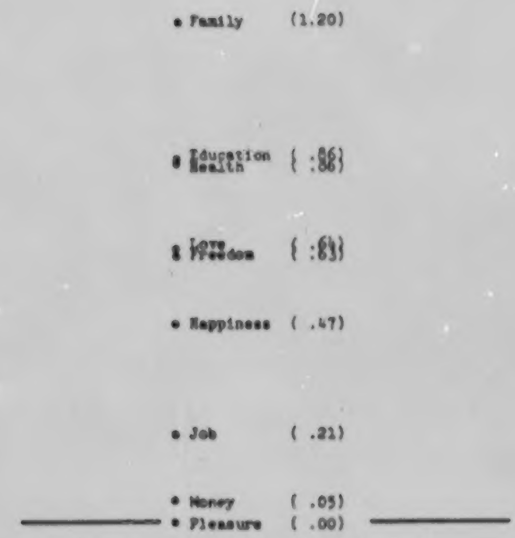

FIGURE 21. The importance of education for the Native Indians (N = 37).

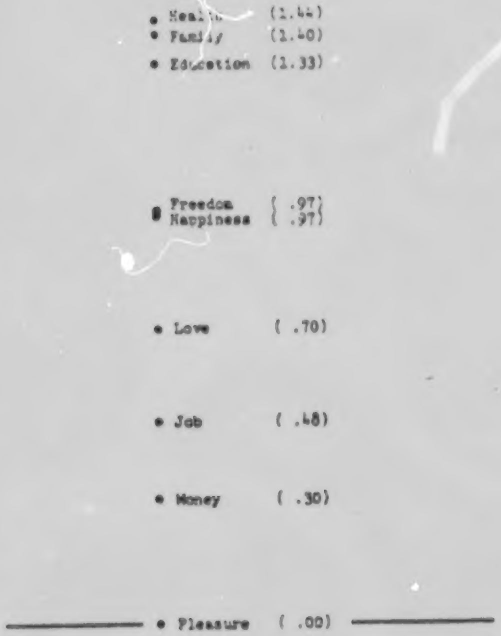

FIGURE 22. The importance of education for the Guyanese (N = 36).

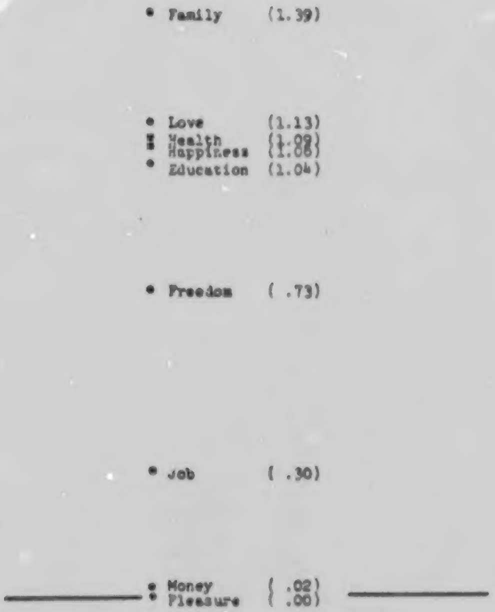

FIGURE 23. The importance of education for the Irish (N = 33).

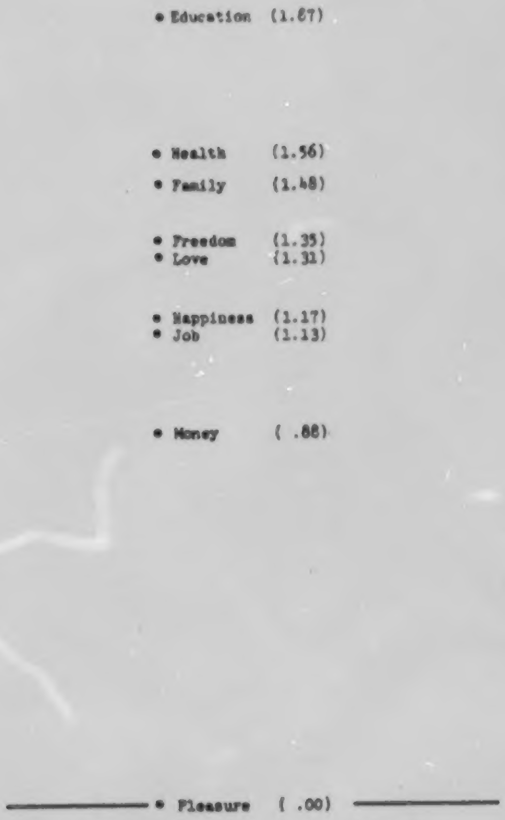

FIGURE 24. The importance of education for the Blacks (N = 26).

The Importance of Education by Socio-Economic Status

Figures 25, 26 and 27 show that students from the low and medium SES groups place more importance on education than those from the high SES group. In addition to family and health, the high SES group also put happiness and love above education. All three groups rank freedom, job, money and pleasure lowest.

Ability to Complete University

All grade eight students were asked, "Do you think you have the ability to complete university?" The 3,969 students responded to question #3 as follows:

Yes, definitely	21.4%	61.1%
Yes, probably	39.7%	
Not sure either way	25.3%	
Probably not	7.8%	12.9%
No	5.1%	
No response	0.6%	

Plans to Go to University

All grade eight students were asked, "Do you plan to go to university?" The 3,969 students responded to question #4 as follows:

Yes, definitely	32.7%	58.1%
Yes, probably	25.4%	
Not sure either way	22.0%	
Probably not	8.9%	19.1%
No	10.2%	
No response	0.8%	

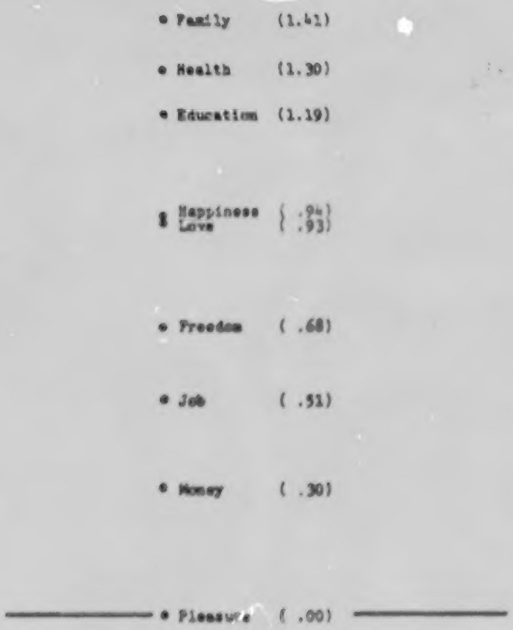

FIGURE 25. The importance of education for the Low SES (N = 1932).

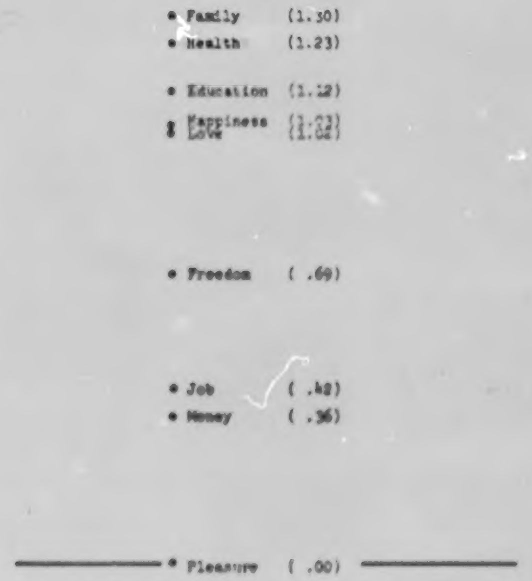

FIGURE 26. The importance of education for the Medium SES (N = 716).

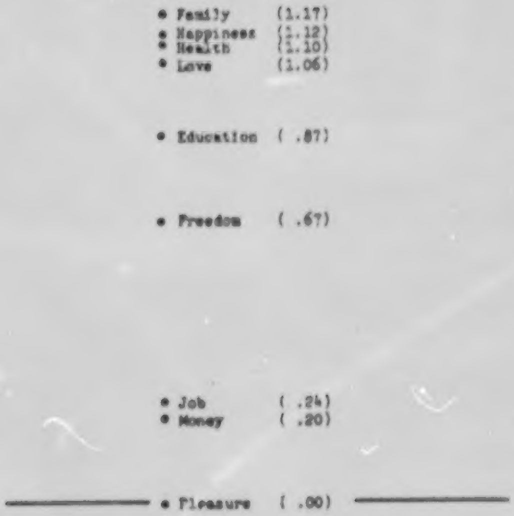

FIGURE 27. The importance of education for the High SES (N = 511).

Plans to Go to University by Ability to Complete University

Table 7 is a cross-tabulation of the 3,969 students' responses to questions 3 and 4 on the survey questionnaire. Approximately half (51.5%) of the students think they definitely or probably have the ability to complete university and definitely or probably plan to go to university (Group A).

Some Background Characteristics of Three Subgroups of Students

The cross-tabulation of questions 3 and 4 (see Table 7) was used to identify three subgroups of students from which to sample for the third stage of the study. This section describes some of their background characteristics.

Group A

These students think they definitely or probably have the ability to complete university and definitely or probably plan to go to university; 2,046 (51.5%) of the grade eight students made up this group.

Group B

These students think they definitely or probably have the ability to complete university but definitely or probably do not plan to go to university; 114 (2.9%) of the grade eight students made up this group.

Group C

These students think they definitely or probably do not have the ability to go to university and definitely or probably do not plan to go university; 431 (10.9%) of the grade eight students made up this group.

TABLE 7

PLANS TO GO TO UNIVERSITY BY ABILITY TO COMPLETE UNIVERSITY
(N = 3969)

Ability to Complete University	Plans to Go to University Yes, Definitely	Yes, Probably	Not Sure	Probably Not	No	No Response
Yes, Definitely	17.3% A	3.1%	0.6%	0.1% B	0.3%	---
Yes, Probably	14.0%	17.1%	5.8%	1.2%	1.2%	0.3%
Not Sure	1.2%	4.8%	14.0%	3.4%	1.9%	0.1%
Probably Not	0.1%	0.4%	1.4%	3.5% C	2.4%	0.1%
No	---	0.1%	0.1%	0.8%	4.2%	---
No Response	---	---	0.1%	---	0.1%	0.3%

Sex by Groups A, B and C

Groups B and C have higher (but not statistically higher) percentages of boys than Group A. The figures are:

Group A - 49.2% boys

Group B - 58.8% boys

Group C - 57.8% boys

Special Education by Groups A, B and C

Group C has a statistically higher percentage of students in special education classes than Groups A and B. The figures are:

Group A - 4.6% in special education

Group B - 5.3% in special education

Group C - 24.0% in special education

(As previously explained, these percentages are underestimations.)

Socio-Economic Status by Groups A, B and C

Group A has a statistically larger percentage of students who were rated high on SES than Groups B and C, and as many as two-thirds (66.9%) of the Group C students were rated low on SES. The figures are:

	Low SES	High SES
Group A	39.7%	33.2%
Group B	51.8%	7.9%
Group C	66.9%	5.1%

Country of Birth by Groups A, B and C

Groups A and C have almost equal percentages of students born in Canada. The figures are:

Group A - 69.7% born in Canada

Group B - 79.0% born in Canada

Group C - 71.3% born in Canada

Cultural/Ethnic Trends For Groups A, B and C

The percentages in Tables 8, 9 and 10 speak for themselves; however, some interesting statistics from these tables are:

(1) Close to 90% of the Koreans and Jewish feel they definitely or probably have the ability to complete university and definitely or probably plan to go. (Group A)

(2) The Scottish and Italians are the two groups who are most likely to feel they definitely or probably have the ability to complete university but definitely or probably do not plan to go. (Group B)

(3) The Portuguese and French are the two groups who are most likely to feel they definitely or probably do not have the ability to complete university and definitely or probably do not plan to go. (Group C)

The Importance of Education by Groups A, B and C

Figures 28, 29 and 30 show the relative importance of nine things in life as ranked by the students in each of Groups A, B and C. The three configurations are almost identical with one exception - the Group B students rank education in the fifth position whereas Groups A and C rank it in the third position. This seems reasonable, since it is the Group B students who, even though they think they have the ability, do not plan to go to university.

TABLE 8

CULTURAL/ETHNIC TRENDS FOR GROUP A

Cultural/Ethnic Group *	Percentage of Cultural/Ethnic Group in Group A (N = 2046)
All Students	51.5%
Korean	89.5%
Jewish	87.3%
Irish	66.7%
Guyanese	66.7%
Japanese	66.7%
Ukrainian	65.0%
Greek	63.5%
WASP	62.6%
East Indian	61.4%
Polish	60.4%
Chinese	59.0%
Serbian/Croatian	57.9%
British	55.0%
German	52.5%
West Indian	51.1%
Black	50.0%
Canadian	45.8%
English	45.3%
Vietnamese	45.0%
Scottish	41.8%
Italian	39.0%
Spanish	35.9%
French	33.0%
Native Indian	32.4%
Portuguese	30.1%

* See Table 2 for absolute numbers of students in each cultural/ethnic group.

TABLE 9

CULTURAL/ETHNIC TRENDS FOR GROUP B

Cultural/Ethnic Group *	Percentage of Cultural/Ethnic Group in Group B (N = 114)
All Students	2.9%
Scottish	7.3%
Italian	6.4%
East Indian	5.3%
Serbian/Croatian	5.3%
Spanish	5.1%
French	4.4%
Polish	4.2%
WASP	4.0%
Portuguese	3.5%
Ukrainian	3.3%
English	3.2%
Canadian	3.0%
Greek	1.6%
Chinese	0.9%
West Indian	0.6%
Jewish	0.6%
British	0.0%
German	0.0%
Guyanese	0.0%
Irish	0.0%
Japanese	0.0%
Korean	0.0%
Native Indian	0.0%
Vietnamese	0.0%
Black	0.0%

* See Table 2 for absolute numbers of students in each cultural/ethnic group.

TABLE 10

CULTURAL/ETHNIC TRENDS FOR GROUP C

Cultural/Ethnic Group *	Percentage of Cultural/Ethnic Group in Group C (N = 431)
All Students	10.9%
Portuguese	25.5%
French	24.2%
Scottish	20.0%
Black	19.2%
Native Indian	16.2%
British	15.0%
Canadian	13.9%
Italian	13.8%
Serbian/Croatian	13.2%
English	12.3%
Irish	12.1%
Guyanese	11.1%
Spanish	10.3%
German	10.2%
Vietnamese	10.0%
WASP	9.1%
Greek	7.4%
West Indian	6.1%
East Indian	3.5%
Ukrainian	3.3%
Chinese	2.8%
Polish	2.1%
Jewish	0.6%
Japanese	0.0%
Korean	0.0%

* See Table 2 for absolute numbers of students in each cultural/ethnic group.

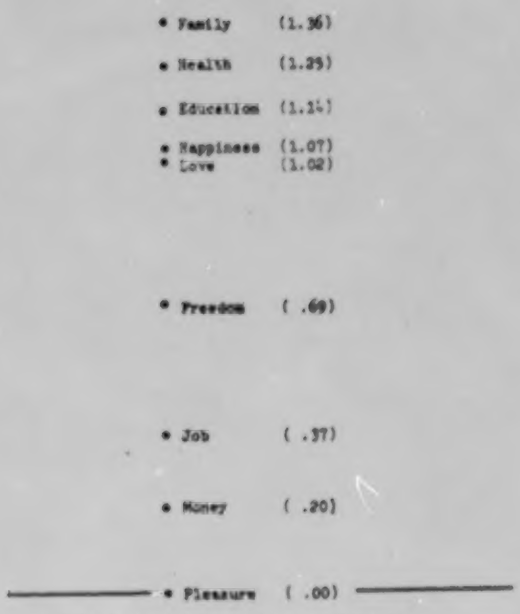

FIGURE 28. The importance of education for Group A (N = 2044).

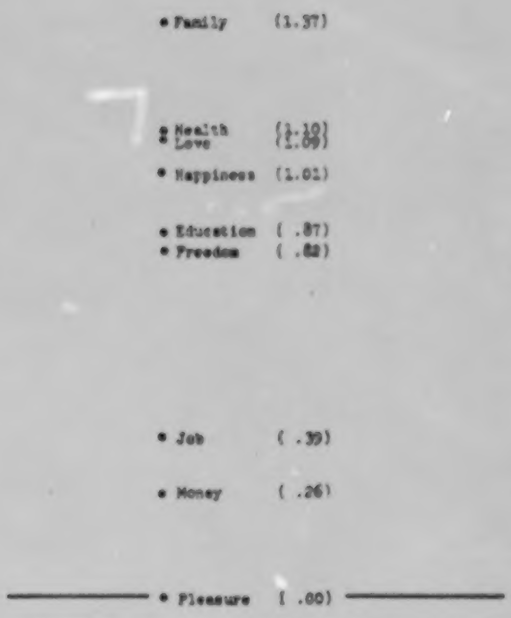

FIGURE 29. The importance of education for Group B (N = 114).

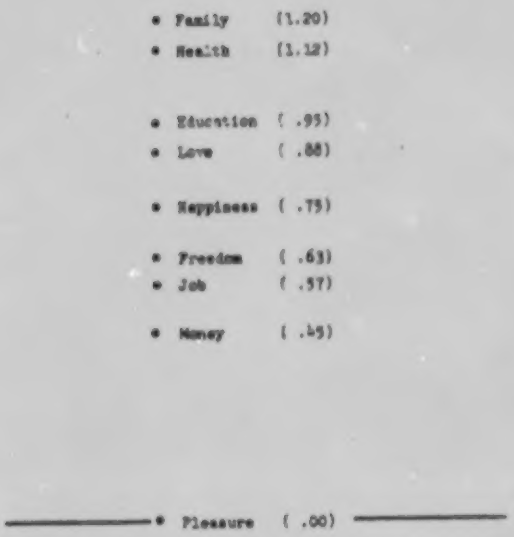

FIGURE 30. The importance of education for Group C (N = 429).

Post Secondary Plans of Those Students Not Planning to Go to University

Students in Groups B and C did not plan to go to university, so those who were interviewed were asked, "What do you plan to do when you leave high school?" Their responses are listed in Tables 11 and 12. Slightly over one-third (35%) of the Group B students (those who felt they had the ability to complete university) planned to go to community college.

Ways in Which Students Make Post Secondary Plans

The majority of the students who were interviewed (74%: 71%, 68%, 81%)* felt it was important to make post secondary plans as early as grade eight. Some felt that such plans were necessary in order to choose the right high school and high school courses while others expressed a more general sense that the plans and choices they made at that age would ultimately mold their future or that they might "miss out" if they had no goals.

At the beginning of the interview, the students were asked to consider the ways they were making post secondary plans by thinking about all the people they were talking to, all the things they were experiencing and all the materials they were reading. Then, from a list of thirteen possible influences, they were asked

---

* These figures mean:
74% of all 231 students interviewed,
71% of the 114 Group A students,
68% of the 37 Group B students, and
81% of the 80 Group C students.
This format will be used throughout the remainder of the report.

TABLE 11

POST SECONDARY PLANS OF GROUP B STUDENTS
(N = 37)

Post Secondary Plan	Number of Students
Community College	13
Work/Apprentice	5
Mechanics	2
Computers	2
Electrician	2
Armed Forces	1
Drafting	1
Business	1
Carpenter	1
Hairdresser	1
Modelling	1
Zoo work	1
Office work	1
No response/Don't know	5

TABLE 12

POST SECONDARY PLANS OF GROUP C STUDENTS
(N = 80)

Post Secondary Plans	Number of Students
Work/Apprentice	21
Community College	13
Mechanics	11
Secretary	11
Hairdresser	5
Electrician	3
Plumbing	2
Armed Forces/Pilot	2
Police	1
Food store	1
Photographer	1
Dry Cleaner	1
Carpenter	1
Welder	1
Modelling	1
Aircraft Mechanic	1
Beautician	1
Artist	1
No response/Don't know	2

to indicate the four most important ways they were making their plans. Their responses were as follows (the numbers show how many students named each influence; a few students named additional influences):

ALL STUDENTS INTERVIEWED

(N = 231)

Parent(s)/Guardian(s)	- 185
Personal Hobby/Interest	- 130
Marks/Ability	- 116
Friends	- 95
Money	- 85
Brothers/Sisters	- 82
Teacher(s)	- 74
Guidance Counsellors	- 33
Guidance Materials	- 25
Cultural Activities	- 24
Media	- 20
Male/Female Roles	- 9
Principal	- 7
(Myself)	- 6
(Aunt/Uncle/Cousin)	- 3
(Knowing someone in field)	- 2
(Secretary at school)	- 1

GROUP A STUDENTS

(N = 114)

Parent(s)/Guardian(s)	- 99
Personal Hobby/Interest	- 69
Marks/Ability	- 66
Friends	- 42
Teacher(s)	- 42
Brothers/Sisters	- 41
Money	- 36
Guidance Counsellors	- 12
Guidance Materials	- 11
Cultural Activities	- 11
Media	- 6
Male/Female Roles	- 5
Principal	- 0
(Myself)	- 3
(Aunt/Uncle/Cousin)	- 1
(Knowing someone in field)	- 1

GROUP B STUDENTS

(N = 37)

Parent(s)/Guardian(s) - 25
Personal Hobby/Interest - 24
Money - 19
Marks/Ability - 16
Friends - 13
Brothers/Sisters - 9
Teacher(s) - 8
Guidance Materials - 7
Guidance Counsellors - 6
Media - 5
Cultural Activities - 4
Principal - 2
Male/Female Roles - 0

(Myself) - 2
(Aunt/Uncle/Cousin) - 1
(Knowing someone in field) - 1

GROUP C STUDENTS

(N = 80)

Parent(s)/Guardian(s) - 61
Friends - 40
Personal Hobby/Interest - 37
Marks/Ability - 34
Brothers/Sisters - 32
Money - 30
Teacher(s) - 24
Guidance Counsellors - 15
Cultural Activities - 9
Media - 9
Guidance Materials - 7
Principal - 5
Male/Female Roles - 4

(Myself) - 1
(Aunt/Uncle/Cousin) - 1
(Secretary at school) - 1

STUDENTS WITH OLDER SIBLINGS

(N = 153)

Parent(s)/Guardian(s)	-122
Personal Hobby/Interest	- 83
Brothers/Sisters	- 69
Marks/Ability	- 67
Friends	- 63
Money	- 56
Teacher(s)	- 49
Guidance Counsellors	- 19
Guidance Materials	- 17
Cultural Activities	- 16
Media	- 16
Male/Female Roles	- 7
Principal	- 6

These data suggest that with respect to students making post secondary plans:

(1) Parents/guardians are the most important influences.

(2) Personal hobbies/interests and marks/ability are very important.

(3) They are influenced more by family members and friends than by members of the school staff (teachers, guidance counsellors, principals).

These thirteen influences will now be discussed in more detail beginning with the most important influences and ending with the least important.

Parents/Guardians

Parents/guardians have more influence on grade eight students as they make their post secondary plans than any other persons or factors. This was not only evident from an analysis of the quantitative data but was repeatedly emphasized in the papers written by the sociology students. One sociology student noted the differences in the influence of parents and friends as follows:

> It is interesting to note that not one of these children chose the same profession as another. Many, however, seemed to follow in their parents' footsteps.

Another sociology student wrote:

> Generally, for all cases studied, it was found that parents have a definite and usually quite strong influence on their children's aspirations and expectations to both post secondary education and future careers.

Of those students interviewed in depth, the majority (81%: 85%, 81%, 74%) reported that they had discussed their post secondary plans with their parents/guardians during the past year, and the majority (87%: 95%, 84%, 79%) also claimed that their parents/guardians agreed with their plans. The students were then asked, "Do your parents/guardians have a strong, medium or weak influence on your post secondary plans?" Their responses indicated that very few perceive the influence as weak:

	STRONG	MEDIUM	WEAK	DON'T KNOW
All Students	55.8%	33.3%	8.2%	2.6%
Group A	66.7%	28.9%	2.6%	1.8%
Group B	40.5%	48.6%	8.1%	2.7%
Group C	47.5%	32.5%	16.3%	3.8%

The influence of parents/guardians is, of course, extremely complex, for it involves many variables such as socio-economic status (which incorporates education and income), values and ethnicity. One pair of sociology students commented:

> The difference between lower class and upper class parents in their attitudes toward education is phenomenal.

Another pair of sociology students who worked in two schools from contrasting socio-economic areas of the city described the very different parental influence as follows:

> The parents of the students in the affluent area, while giving the impression that they don't care what their children do, so long as they are happy, do, nevertheless, exert tremendous pressure on their children to remain in the academic stream and follow a course that will one day lead to university. The guidance counsellor from the school in this area has tried on numerous occasions to outline all the alternatives, especially in cases where he felt it appropriate, but has found that the parents and students are only interested in knowing which high school is academically the best.
>
> On the other hand, the parents of the students in the downtrodden area expressed little interest in their children getting a university education. In fact, not one of the parents we talked to had the slightest idea what a university education actually entails. Furthermore, none of these parents perceived university as a viable alternative in that it is so contrary to their everyday experiences. One father explained, "What's the point of letting my son live in a dream world? Sooner or later he's gonna have to know what it means to make a buck."

A higher percentage of Group A students (37%) reported that their parents/guardians had been to university or college than either Group B (24%) or Group C (18%) students. These data appear to support the sociology students' theory that children tend to model their lives after those of their parents. One grade eight student said:

> I want to become a general manager like my father, because he seems to have a pretty good life, and that's what I want.

Two sociology students reported:

> We found that four of the six "blue collar" boys were aspiring to jobs similar to those their fathers had; that is, mechanical, traditionally masculine jobs. All of the "blue collar" boys were planning to attend technical high schools.

However, there are always exceptions, for some students do plan to go to university, even though their parents have little education and work at "blue collar" jobs. In some cases, the parents strongly urge their children to do better than they have. In other cases, the exceptions are related to values or to circumstances surrounding immigration of a particular ethnic group. As indicated in a preceding section of this report, West Indians and Blacks value education very highly. One sociology student interviewed a Black Jamaican girl from a poor single parent family of four children and found that she wanted to go to university to become a mathematician. She had the support of her mother, who saw formal education as an opportunity for self-realization. Another sociology student talked to some students whose parents were from Europe and had not had a chance to obtain a good education and/or professional job because of having to leave their homelands during severe social and economic conditions. These grade eight students often aspired to more education and better jobs than their parents presently had.

Some readers might speculate that Groups B and C students are more likely to come from single-parent families or from families with more than one wage earner than Group A students; this is not the case. For all three groups, roughly one in four students is living with one parent while just over half have more than one wage earner in the family. The actual figures are:

	MOTHER ONLY	FATHER ONLY	MORE THAN ONE WAGE EARNER
All Students (N = 231)	21%	4%	56%
Group A (N = 114)	19%	4%	58%
Group B (N = 37)	22%	5%	54%
Group C (N = 80)	23%	3%	54%

In an effort to look at the relationships students have with their parents/guardians, the 231 students who were interviewed in depth were asked the following four questions:

(1) In the past year, have you taken a vacation with your parents/ guardians? If so, where did you go?

(2) In the past year, what were the three things you most often did with your parents/guardians?

(3) In the past year, what were the three things you most often talked about with your parents/guardians?

(4) In the past year, what were the three things your parents/guardians most encouraged you to do?

A statistically higher percentage of Group A students (66%) had taken a vacation with their parents/guardians than Group B (49%) or Group C (44%) students. Table 13 shows where they went. Group A students were more likely to have vacationed in the United States.

One pair of sociology students made some interesting comments about vacations and how they differed for the children from affluent areas as compared with those from the inner-city areas. They wrote in their paper:

> Summer vacations for these children further illustrate the reality of two very different worlds. "Every summer we go to Europe for two months," said one child from the affluent area. Others in this area spoke of dividing their time between summer camps, cottages and farms. The inner-city children, on the other hand, are apt to describe their summer holidays as: "I go to the CNE"; "I work with my mom and dad at the airport"; "I spend time with my friends"; or "I babysit my cousins".

And, in another section, they wrote:

> Travelling is a common pastime for affluent families. During one of our December visits to the school in the affluent area,

TABLE 13

PLACES STUDENTS VACATIONED WITH THEIR PARENTS/GUARDIANS

Place	Percentage of Group A Students (N = 114)	Percentage of Group B Students (N = 37)	Percentage of Group C Students (N = 80)
U.S.A.	23.0%	---	10.2%
Ontario	12.3%	24.3%	12.6%
Canada (outside Ontario)	8.0%	5.4%	14.0%
West Indies	4.4%	---	1.3%
Italy	3.5%	2.7%	---
Portugal	2.6%	8.1%	1.3%
Israel	1.8%	---	---
England	1.8%	2.7%	1.3%
Germany	0.9%	---	1.3%
Greece	0.9%	2.7%	2.5%
France	0.9%	---	---
Turkey	0.9%	---	---
South Africa	0.9%	---	---
Alaska	0.9%	---	---
Hong Kong	0.9%	---	---
India	0.9%	2.7%	---
Other	0.9%	---	---
No holiday	34.2%	51.4%	56.0%

> the principal commented, "I've been signing notes left, right and center for children going to Florida." For the March break, all of these students we interviewed were on their way to points south, such as Florida, Acapulco or Colorado, or were going to Austria to ski. In direct contrast, not one student we interviewed in the inner-city school had been away for Christmas vacation or planned to go away for March break.

Table 14 is a listing of the things the students most often did with their parents/guardians during the past year. The list is rather long, but by using a cutoff point of 20%, one can see some differences among the three Groups. Group A students were most likely to talk (30%), go to restaurants (27%), and go to movies (22%); Group B students were most likely to go to restaurants (30%), watch T.V. (24%) and talk (22%); while Group C students were most likely to watch T.V. (30%) with their parents/guardians.

Grade eight students are more likely to discuss their present school/work experiences (46%: 47%, 46%, 40%) and plans for high school (28%: 25%, 24%, 33%) than all other topics with their parents/guardians. While the students named dozens of other topics, none other was mentioned by over 20%.

The parents of grade eight students are more likely to encourage their children to do well in school (46%: 49%, 49%, 40%) than anything else. However, this question also showed up differences among Groups A, B, and C. Group A students are more likely to be encouraged to go to university/college (15%: 21%, 3%, 11%) while Groups B and C students are more likely to be encouraged to finish grade school/high school (19%: 14%, 20%, 25%). Close to 100 other ideas were mentioned but none by over 20% of the students.

TABLE 14

ACTIVITIES STUDENTS MOST OFTEN DID WITH THEIR PARENTS/GUARDIANS

Activity*	Percentage of Group A Students (N = 114)	Percentage of Group B Students (N = 37)	Percentage of Group C Students (N = 80)
Talk	30%	22%	13%
Restaurants	27%	30%	15%
Movies	22%	8%	18%
Watch T.V.	16%	24%	30%
Visit relatives	16%	16%	10%
Shop	14%	8%	16%
Eat/cook at home	14%	19%	18%
Picnics	13%	---	6%
Weekend outings	11%	5%	6%
Beach	10%	11%	10%
Travel/vacation	7%	8%	10%
Cottage/camping	7%	5%	9%
Sightseeing	6%	8%	---
Help around house	5%	5%	8%
Ontario Place/Centre Island	5%	---	3%
Sports	5%	1[illegible]%	5%
Parks	4%	11%	6%
Car riding	4%	3%	3%
Clean/laundry	4%	---	3%
Fish	4%	8%	3%
Visit friends	4%	5%	9%
Cultural activities	4%	3%	1%
Stay home	4%	---	4%
Church	4%	3%	---
Family games	4%	5%	6%
Plays	3%	3%	1%
Walks/walk dog	3%	3%	1%
Drive to Buffalo/Hamilton	3%	3%	3%
Symphony	2%	---	---
Earn money	2%	8%	5%
Zoo	2%	---	1%
Atari games/pinball	2%	---	---
Garden	2%	---	---
Parties/dances	1%	---	6%
Museum/art galleries	1%	---	3%
Wonderland	1%	5%	1%
CN Tower	1%	---	---
Niagara Falls	1%	5%	---
Ski	1%	---	1%
Exhibition	1%	---	3%
Visit estranged parent	1%	3%	---

(Continued)

TABLE 14 (Continued)

ACTIVITIES STUDENTS MOST OFTEN DID WITH THEIR PARENTS/GUARDIANS

Activity*	Percentage of Group A Students (N = 114)	Percentage of Group B Students (N = 37)	Percentage of Group C Students (N = 80)
Go to funeral parlour	1%	---	---
Go to Chinatown	1%	---	---
Barbecues	1%	---	---
Homework	---	3%	1%
Borrow money	---	3%	---
Joke	---	3%	---
Sew	---	3%	---
Hobbies	---	3%	---
Horseback riding/bike riding	---	---	3%
Listen to records	---	---	1%
Bingo	---	---	1%
Boating	---	---	1%
Nothing	1%	---	5%
Argue	1%	---	4%
Everything	1%	3%	---

* Some students named more than one activity.

Personal Hobbies/Interests

The students were asked to list their hobbies and personal interests; their most frequent responses (divided according to Groups A, B and C) are presented in Table 15. There are several differences among the groups; however, the most notable is that Group A is much more likely to be involved with reading than Groups B or C. Of the fifteen hobbies/interests listed in this table: reading, music, animals/fish, arts/crafts, stamp collecting and track and field/jogging are listed most frequently by Group A; sports (in general) and building/fixing things are most frequently listed by Group B; and swimming, baseball, bike/dirt bike riding, hockey, basketball, skating and working with cars/bikes/appliances are most frequently listed by Group C. One sociology paper contained the following paragraph:

> Children from the affluent area seem to be involved in many activities such as photography, stamp and coin collecting, chess and reading. One child remarked that he had read the Tolkien trilogy in grade 3. They watch very little television. The inner-city children, on the other hand, spend a great deal of time watching television, seeing friends and playing group sports.

The majority of the students (68%: 70%, 73%, 63%) said that some of their hobbies and personal interests had a direct connection with their post secondary plans. When asked to elaborate, their most frequent responses were as shown in Table 16. The most outstanding difference among the groups is that only Group A students were interested in science/medicine. Of the thirteen hobbies/interests listed in this table; science/medicine,

TABLE 15

STUDENTS' HOBBIES AND PERSONAL INTERESTS

Hobby/Interest*	Percentage of Group A Students (N = 114)	Percentage of Group B Students (N = 37)	Percentage of Group C Students (N = 80)
Sports (in general)	42%	49%	31%
Reading	39%	16%	11%
Music (listen,play)	18%	14%	5%
Animals/fish	11%	5%	3%
Arts/crafts	11%	---	5%
Swimming	11%	14%	18%
Stamp collecting	10%	8%	8%
Baseball	10%	5%	14%
Track & field/jogging	10%	3%	5%
Bike/dirt bike riding	5%	14%	15%
Building/fixing things	1%	11%	6%
Hockey	7%	11%	18%
Basketball	2%	---	10%
Skating (roller, ice, skateboard)	4%	5%	14%
Working with cars/bikes/ appliances	---	---	10%

* Hobbies/interests which were named by less than 10% of the students in all groups have not been included in this table.

Some students gave more than one response.

TABLE 16

STUDENTS' HOBBIES AND PERSONAL INTERESTS RELATED TO POST SECONDARY PLANS

Hobby/Interest*	Percentage of Group A Students (N = 114)	Percentage of Group B Students (N = 37)	Percentage of Group C Students (N = 80)
Science/medicine	11%	---	---
Animals/zoo	9%	3%	---
Writing/reading	7%	---	4%
Architecture/building	5%	---	1%
Sports (in general)	5%	5%	6%
Models	---	8%	---
Electronics	1%	5%	1%
Computers	4%	5%	3%
Math	2%	5%	---
Arts/crafts	1%	---	6%
Typing	---	---	5%
Hair/makeup	---	3%	5%
Cars/bikes/mechanics	---	3%	5%
No hobbies/interests relate	25%	27%	37%
Don't know	5%	---	---

* Hobbies/interests which were named by less than 5% of the students in all groups have not been included in this table.

Some students gave more than one response.

animals/zoo, writing/reading and architecture/building are listed most frequently by Group A; models, electronics, computers and math are listed most frequently by Group B; and sports, arts/crafts, typing, hair/makeup and cars/bikes/mechanics are listed most frequently by Group C.

It seems, then, that personal hobbies and interests differ somewhat for the students in the three groups and are connected with and influence post secondary plans. One sociology student wrote the following:

> For many students, their hobbies and extracurricular activities are tied to their interests in future careers. For example, one student wanted to be a veterinarian and decided this because she helped her aunt on the farm, had several pets and liked to ride horses. Another male student loved to cook, and his brothers and friends had told him he was a good cook, so he decided to become a chef.

Brothers/Sisters

Not many students interviewed in depth in this study came from large families. The average number of older siblings was (1.42: 1.18, 1.05, 1.96) and 34% of the students had no older sibling. The average number of younger siblings was (.87: .75, 1.08, .95) and 45% had no younger sibling. The average number of all siblings was (2.29: 1.93, 2.13, 2.91) and some students (9.1%: 8.8%, 10.8%, 8.8%) were "only" children. Group C students came from larger families and were more likely to have older siblings than Groups A and B students.

In considering the influence of siblings on students, one must not forget that the siblings are from the same socio-economic level and have the same cultural/ethnic background and that some students (approximately 10%) have no siblings; however, for those students who have older brothers and sisters, there is a fairly strong influence on what they plan for the future.

The majority of the students (71%: 76%, 95%, 59%) with older siblings talk with those brothers and sisters about their post secondary plans and (48%: 55%, 50%, 39%) say they listen and pay attention to the suggestions which older siblings make.

The students who had older brothers and sisters were finally asked whether any of those siblings had been to college or university or planned to go. A higher (but not statistically higher) percentage of Group A students (58%) answered "Yes" than Group B (45%) or Group C (51%) students.

Marks/Ability

Group A students are those who think they definitely or probably have the ability to complete university. For 73% of 109 of these students, their teachers agreed (15% disagreed and 12% were unsure). These students definitely or probably plan to go to university.

Group C students are those who think they definitely or probably do not have the ability to complete university. For 82% of 83 of these students, their teachers agreed (8% disagreed and 10% were unsure). These students definitely or probably do not plan to go to university.

Thus, for the majority of Groups A and C students, the teachers agree with the students about their ability to complete university.

Group B students are those who think they definitely or probably have the ability to complete university but definitely or probably do not plan to attend. The reader will recall that these students made up 2.9% of the grade eight population and that in-depth interviews were completed with 37 of them.

One of the key reasons for doing the study was to find out more about Group B students. Why are they not interested in university? First, it was found that teachers are not so likely to agree with these students' estimations of their ability to complete university as they are for Groups A and C students. For 48% of 40 of these students, the teachers agreed (42% disagreed and 10% were unsure.) This could mean that some students are overestimating their ability to complete university and are therefore better off not going (one sociology student felt that some of these are special education children receiving unrealistically high marks), or it could mean that some teachers are underestimating abilities and perhaps not providing enough encouragement to aspire to higher education. Secondly, the interviewers did a great deal of probing to discover reasons for the inconsistencies in this group of students. The results of their efforts are summarized in Table 17. As was discussed in an earlier section of this report, approximately one-third of these students plan to go to community college. For the rest, there is a wide variety of reasons for not planning on university; a lack of money applies to only a few. Several students seem unsure

TABLE 17

GROUP B STUDENTS: REASONS FOR INCONSISTENCIES BETWEEN MARKS/ABILITY AND LACK OF INTEREST IN UNIVERSITY

Reason for Inconsistency*	Percentage of Group B Students (N = 37)
Student plans to go to community college	32%
Student unsure/no planning	24%
Student is apathetic/no interest in school	19%
Student not aware of options	16%
No influence/push/information from parents	16%
Student doesn't know what university is	14%
Parents do not know what university is	14%
Student only knows about college	11%
Student needs more information/guidance	11%
Student doesn't want to spend the time for university	11%
Family lacks information in their own language	11%
Cultural background influences student	11%
Money a problem for books/fees	8%
Student must get job soon to help support family	8%
Student has ability but low marks because of poor English	8%
Student feels s/he can get all s/he needs from high school	5%
Student not aware of other sources of money	5%
Girls don't go to university	5%
Student influenced by sibling against university	5%
Student influenced by teacher against university	5%
Student confused	5%
Student has high marks, but in special education	5%
Student wants to work/not go to school	5%
Student is lazy	5%
Student plans on Armed Forces	3%
No influence/push from school staff	3%
Parent wants other career because of money to be earned	3%
Student influenced by peers against university	3%
Student bored with school/too easy	3%
Student interested in sports	3%
Student afraid of university	3%

* For some students, more than one reason explains the inconsistency.

about the future and/or are unclear about what university is all about. In some cases, parents are also vague about university; culture and language differences sometimes add to this lack of awareness. In 19% of the cases, the interviewers felt the students were very apathetic and/or had no interest in education, and 11% of the students did not want to spend the time required to complete university.

Generally speaking, students' marks are closely related to whether they believe they have the ability to complete university and whether they plan to go. Consider the following two sets of statistics for 3,969 students:

STUDENTS' MARKS	STUDENTS BELIEVE THEY HAVE THE ABILITY TO COMPLETE UNIVERSITY
A's & B's	90%
B's & C's	62%
C's & D's	34%
D's & E's	21%
E's	18%

STUDENTS' MARKS	STUDENTS PLAN TO GO TO UNIVERSITY
A's & B's	85%
B's & C's	56%
C's & D's	35%
D's & E's	31%
E's	21%

Friends

The influence of friends in choosing high schools and formulating post secondary plans appears to be moderate. In the words of one sociology student:

> Although the students interviewed often listened to their friends, it cannot be said that they were a great influence. We found it somewhat surprising that students chose the high school they wanted fairly independently of what their friends were doing. Students often advise each other to "do what you want to do."

The quantitative data support this view in two ways. First, while the majority of the students (69%: 74%, 73%, 61%) said they discuss their post secondary plans with their close friends, only one-third (31%: 28%, 38%, 31%) said they discuss, get ideas and listen and pay attention to their friends' suggestions.

And secondly, the students' responses to four questions asked of them during the in-depth interview indicate that not all the students' close friends are attending the same elementary school and that even fewer are with certainty going to the same high school or have very similar post secondary plans. The four questions along with the average of the answers given by the students are:

How many close friends of the same age do you have?

(7.5: 6.9, 7.0, 8.1)

How many of these close friends are going to this school?

(4.6: 5.1, 4.4, 4.1)

How many of these close friends are going to the same high school as you?

(2.5: 3.2, 2.4, 1.8)

How many of these close friends have post secondary plans which are very similar to yours?

(2.7: 3.6, 1.9, 1.6)

The last set of numbers suggests that Group A students have more close friends with similar post secondary plans than Groups B or C students. This makes sense, since all of Group A students plan to go to university, whereas Groups B and C students, all of whom are not going to university, have a wider variety of post secondary plans.

Money

One section of the in-depth interview schedule was designed to examine students' attitudes toward money, especially as related to post secondary education. First, they were asked to imagine that they had won a lot of money, such as a million dollars, and to tell the interviewers how they would spend it. Table 18 gives their most frequent responses. Not many students spontaneously say they would spend the money on post secondary education; however, more of Group A students (14%) gave that response than Groups B (5%) and C (1%). The second question then obliged the students to say whether they would spend some of the money on a good post secondary education; while the majority of the students (83%: 96%, 87%, 64%) answered "Yes", it is obvious that Group C students have much less interest (statistically) in doing so than Groups A and B.

Next they were asked "Is a college or university education worth the time and money it costs?" Again, while the majority (84: 93%, 73%, 78%) answered "Yes", Group A students are statistically more likely to hold this belief than the others. The students' elaborations to this question are given in Table 19,

TABLE 18

WHAT STUDENTS WOULD DO WITH A MILLION DOLLARS

Ideas For a Million Dollars*	Percentage of Group A Students (N = 114)	Percentage of Group B Students (N = 37)	Percentage of Group C Students (N = 80)
Bank it and earn/spend interest	37%	54%	41%
Buy a house/apartment/ real estate	23%	35%	33%
Give some to parents/family	21%	11%	15%
Save it	18%	14%	8%
University/college/ better education	14%	5%	1%
Charity	14%	5%	5%
Invest/buy stocks	12%	11%	1%
Buy a car/motor bike	11%	16%	23%
Buy things	6%	11%	5%
Clothes	8%	---	11%

* Ideas which were suggested by less than 10% of all groups are not included in this table.

Some students gave more than one response.

TABLE 19

STUDENTS' ELABORATIONS ON WHETHER COLLEGE OR UNIVERSITY EDUCATION IS WORTH THE TIME AND MONEY IT COSTS

Elaboration *	Percentage of Group A Students (N = 114)	Percentage of Group B Students (N = 37)	Percentage of Group C Students (N = 80)
Yes			
Makes it easier to get a good job	16%	19%	14%
Better future/life/career/job	15%	8%	6%
Education allows you to do anything	11%	5%	5%
Helps you learn more	10%	14%	11%
Will let you earn more money	10%	---	6%
For those who want it	4%	5%	14%
No			
(Not for me; People with degrees can't find jobs; Can do just as well with high school; Depends on what you do.)	---	3%	10%

* Elaborations which were given by less than 10% of all groups are not included in this table.

Some students gave more than one elaboration.

and one can see by comparing the figures that Group C students are less convinced about the rewards of education, especially for themselves, than the other two groups.

Looking at these figures in another way, it becomes clear that the vast majority (over 80%) of the students would spend part of "a million dollars" to get a good post secondary education and also believe that it would be worth the time and money. The minority who think otherwise are, not surprisingly, mostly students who are not planning to go to university and were classified in Groups B and C for this study.

The next question was, "Do you think it is necessary for families to have a lot of money in order that their children may go to university?" The majority (68%: 77%, 57%, 61%) said "NO"; Groups B and C students were statistically less likely to say "No". And finally, they were asked, "Will you need financial help in order to accomplish your post secondary plans?" Of those who said "Yes" (67%: 72%, 57%, 64%), nearly all (94%: 94%, 95%, 94%) said their families could provide the help. (Remember, Group A students plan to go to university; the others don't.)

The sociology students found that attitudes toward money varied according to socio-economic backgrounds. One sociology student described these different attitudes toward money and the financing of education as follows:

> The students from a high socio-economic background do not seem to worry about paying for their education or saving money.

Another student wrote:

> In the affluent area, there seemed to be no question in the children's or in their

> parents' minds as to who would finance their education - the parents would take the responsibility. These children received substantial allowances, but the money received each week was usually spent, and very little was set aside for future considerations. These children had a rather "carefree" attitude toward money with the financing of their education being more or less taken for granted.
>
> The inner-city children, in contrast, sometimes receive small weekly allowances but often rely on babysitting and newspaper routes to obtain extra money. Some of these children manage to put part of their money into bank accounts as "education funds".

And, here is another example given by a sociology student which suggests that for inner-city students money may be a factor in what they plan to do in the future:

> There were five students whose families could be classified as low socio-economic status. In this group, there were three nuclear families and two single-parent families. The last two are an interesting case. Two divorced mothers were living with three children between them - two of the girls were in our study. These women had almost no post secondary education and were working as cashiers, one in a gas station and one in a supermarket. Each mother had low aspirations for her daughter. It seems money is a factor here, as they wanted their daughters out working as soon as possible.

More findings and comments on this topic of "Money" are given in a later section entitled "Knowledge about High School and Post Secondary Options" and an attempt to tie all these findings together is reserved for the "Summary and Discussion."

Teachers

The majority (63%: 63%, 49%, 70%) of the students claimed that they had not talked to their teachers about their post secondary plans; when asked to elaborate on their answer, many simply said, "There's no reason to." However, quite a few (73%: 78%, 83%, 63%) of those who hadn't, felt that a discussion with their teacher(s) would be helpful.

An even higher percentage (69%: 70%, 73%, 66%) of the students' parents had not talked to their teachers about such future plans. Again, the students were asked to elaborate (see Table 20) - some students admit that poor English and busy work schedules prevent their parents from communicating with teachers.

In spite of the fact that the majority of the students and their parents had not directly discussed post secondary plans with the teachers, close to half of them (48%: 55%, 54%, 35%) still felt that the teachers had an influence on them with respect to their education and future. As the percentages show, this is statistically truer for Groups A and B students than Group C students. The elaborations of the students are presented in Table 21. (Those who reported no teacher influence tended not to elaborate.)

The sociology students discussed the influence of teachers in a different context from another point of view, so their comments and observations will be given in a later section entitled "Differences Among Schools".

TABLE 20

REASONS PARENTS HAD NOT TALKED TO TEACHERS ABOUT STUDENTS' POST SECONDARY PLANS

Reason *	Percentage of Group A Students (N = 80)	Percentage of Group B Students (N = 27)	Percentage of Group C Students (N = 53)
No need to	25%	19%	9%
Poor English	10%	4%	8%
They work/Busy/No time	1%	7%	11%

* Reasons given by less than 10% of all three groups have not been included in this table.

TABLE 21

WAYS IN WHICH TEACHERS INFLUENCE STUDENTS

Influence *	Percentage of Group A Students (N = 114)	Percentage of Group B Students (N = 37)	Percentage of Group C Students (N = 80)
Teacher thinks student capable	16%	5%	3%
Encourages student to work	8%	5%	5%
Always mentions good education	4%	---	---
Talks about university in class	4%	3%	---
Teacher has high expectations	3%	5%	1%
Suggests high school levels and courses	---	5%	3%
Teacher helps student in work	1%	5%	1%
No influence	43%	43%	61%
Don't know	2%	3%	4%

* Those influences which were mentioned by less than 4% of all three groups have not been included in this table.

Guidance Counsellors

The information in this section suggests that guidance counsellors are a rather weak influence on grade eight students with respect to their post secondary planning. However, it must be remembered while considering this topic that there are many demands made on the staffing committees in the Toronto schools in a time of declining enrolment. Guidance is but one of these demands; consequently, some schools do not have guidance counsellors while in other schools guidance is looked after by teachers or vice-principals, either incidentally or on a part-time basis. At the time of this study, the Toronto Senior Public Schools had 5 guidance personnel working full time, 10 working more than half time, and 36 working less than half time. Of these 51 personnel, 27 had no guidance training. They represented a full-time equivalent of 14.4 and a guidance personnel to student ratio of 1:607.

One pair of sociology students wrote:

> It is our opinion that the guidance programs in both schools we visited are not functioning at anywhere near their full potential; that is, as creative mechanisms to assist students in their educational and career decisions by maintaining knowledgeable and informative contact and discussion with the students and their parents.

And, the two students who summarized all the sociology papers had the following in their section on guidance:

> In nearly all the schools visited there was very poor guidance and little information

> available for the students and their parents. There was a general agreement among the students that they got little help in choosing high schools, high school levels, high school courses, careers and in making post secondary education plans.
>
> In both inner-city and non-inner-city schools, the guidance was inadequate.
>
> It was also true that parents had less information than the students - information which either came from the respective schools or from other sources.
>
> The students and parents felt they got very little feedback from guidance counsellors or anyone else about marks and/or abilities and how they might relate these to future plans. Little school time was spent in learning about high school and post secondary options, but many students felt it would be a good idea and would welcome a knowledgeable and approachable person in the school with just such a role.
>
> Communication with the parents is particularly difficult in schools with a high percentage of new immigrants. Often, the children themselves have problems with English. In one school, composed of students from mostly working class homes, two-thirds of the parents needed correspondence in their native language. Although all of these children were in a "regular" stream of grade eight and all were considered eligible for secondary school, very few had spoken to a guidance counsellor. These children end up making decisions on their own.

And, in another paper:

> The majority of the students interviewed were either uninformed or misinformed; many of them thought they knew what they wanted and needed, but on talking to them we discovered that they really did not know.

The quantitative data collected for the entire system through in-depth interviews generally support the observations and opinions of the sociology students. Not many students (28%: 25%, 30%, 31%) had discussed their post secondary plans with a guidance counsellor. For the remaining majority who had not had such a discussion, many (65%: 72%, 42%, 65%) felt it would be helpful.

Table 22 presents the most frequently mentioned reasons the majority of the students had not had discussions with a counsellor. Some reported that there was no guidance counsellor, and a few didn't even know whether there was one. Others saw no reason for discussion.

Approximately one-third (31%: 31%, 38%, 29%) of the students believed a guidance counsellor had influenced their post secondary plans. This influence was most often described as (1) encouragement, (2) knowledge about different schools, (3) indirect (through class), (4) booklets about university, (5) knowledge about best school for interest, and (6) sometimes a little influence.

Even fewer of the parents (11%: 8%, 16%, 14%) had discussed post secondary plans with a counsellor. The reasons for no discussions, as shown in Table 23, are very similar to those given in the section on "Teachers" (see Table 20). There are parents who are hampered with language problems, although when calculated across the entire system, the percentage is not overwhelming.

Finally, out of curiosity, the students were asked, "What is a Guidance Counsellor?" Their most frequent responses are shown in Table 24. It is interesting to see that they are much more likely to see a counsellor as someone who helps them with problems, decisions and information related to school, jobs,

TABLE 22

REASONS STUDENTS HAD NOT DISCUSSED THEIR POST SECONDARY PLANS WITH THEIR GUIDANCE COUNSELLORS

Reason *	Percentage of Group A Students (N = 85)	Percentage of Group B Students (N = 26)	Percentage of Group C Students (N = 55)
No reason/no need/not ready	28%	12%	20%
Guidance counsellor talks to class as a whole	11%	15%	4%
Discussed high school only	9%	8%	5%
Never thought of it	5%	---	4%
Scared to/uncomfortable	4%	---	4%
I've made my plans	1%	8%	2%
Counsellor is a teacher	---	---	4%
No guidance counsellor in school	20%	15%	15%
Don't know if guidance counsellor in school	6%	---	13%

* Reasons which were given by less than 4% of all three groups have not been included in this table.

Some students gave more than one reason.

TABLE 23

REASONS PARENTS HAD NOT DISCUSSED POST SECONDARY PLANS WITH THE GUIDANCE COUNSELLOR

Reason *	Percentage of Group A Students (N = 78)**	Percentage of Group B Students (N = 24)	Percentage of Group C Students (N = 53)
Poor English	10%	17%	9%
They work/busy/no time	8%	4%	13%
No need to	6%	13%	4%
No special reason	22%	4%	11%

* Reasons given by less than 10% of all three groups have not been included in this table.

** Additional parents in each group could have no discussion because there was no guidance counsellor.

TABLE 24

WHAT IS A GUIDANCE COUNSELLOR?

Description of Guidance Counsellor*	Percentage of Group A Students (N = 114)	Percentage of Group B Students (N = 37)	Percentage of Group C Students (N = 80)
Helps students choose high schools/courses	28%	24%	28%
Provides information on education/future	23%	11%	8%
Helps students plan/prepare for future	18%	19%	18%
Helps students with problems (school)	16%	14%	19%
Helps students with problems (general)	14%	14%	11%
Helps students decide about education	10%	---	10%
Helps students with problems (home)	10%	8%	10%
Teaches about school and jobs	9%	14%	10%
Guides students to right things/roles	5%	14%	5%
Tells students about marks/options	5%	5%	1%
Helps students with problems (personal)	4%	8%	5%
Helps students with problems (social)	4%	---	---

* Descriptions which were given by less than 4% of all three groups have not been included in this table.

Some students gave more than one description.

careers, education and the future than as someone who helps them with home, personal or social problems.

More is presented on the topic of guidance in subsequent sections titled "Guidance Materials", "Male/Female Roles", and "Knowledge About High School and Post Secondary Options", and "Differences Among Schools".

Guidance Materials

The students were asked whether they and/or their parents had seen or used the following guidance materials: (The materials were shown to the students as they were interviewed.)

(1) A Time to Choose - This is a Toronto Board of Education booklet printed in English, French, Chinese, Greek, Italian, Polish, Portuguese, Spanish and Vietnamese. The booklet provides basic information on the secondary schools run by the Toronto Board of Education. It covers the topics of levels of difficulty, kinds of programs offered in each secondary school, location of secondary schools, choosing schools, choosing subjects, alternative schools, French programs, English as a Second Language and Booster programs, other ways to get credits (e.g. correspondence), how to make changes, and costs.

(2) Educational Awareness and Planning for Grade-8 Students and their Parents - This is a series of four instructional units for classroom use with grade 8 students. They have been put together by the Guidance and Counselling Services of the Toronto Board of Education and are available in English only. The purposes of the four units are:

Unit 1 - Making an Educational Plan

- To present reasons for making a sensible, continuous and flexible plan for education, both for secondary school and later.
- To show a student how to make an "educational plan".
- To present some of the terms used when

talking about secondary school.

Unit 2 - Secondary Education

- To describe what is required to graduate from secondary school.
- To describe the levels of difficulty in Toronto secondary schools.
- To give basic ideas and facts about the credit system.

Unit 3 - Colleges and Universities

- To present some of the terms used when referring to post secondary education.
- To describe some of the basic differences between Colleges of Applied Arts and Technology and Universities.
- To describe some of the basic requirements for admission to Colleges of Applied Arts and Technology and to Universities.

Unit 4 - Apprenticeship Training

- To present some of the common terms used when referring to Apprenticeship Training.
- To describe the basic requirements for entering Apprenticeship Training programs.
- To describe some of the jobs which are referred to as the skilled trades.

(3) Where Do I Go From Here? - This is a Toronto Board of Education booklet which discusses education and employment possibilities such as regular secondary schools, semestered programs, alternative schools, adult day schools, summer school, evening study, private study, correspondence courses, pre-university programs and transitional year programs for mature students, various college and university programs, apprenticeship programs and armed forces. The booklet is printed in English only.

(4) After 8? - This booklet printed in English and French is from the Ontario Ministry of Education and discusses secondary schools, alternatives and variations, university, college, apprenticeship, and financing in education.

(5) A Time to Choose/Slides - These slides, done by the Toronto Board of Education, present the material contained in the booklet. They are available in English, Italian and Portuguese. The Toronto Board often has translators present when showing them to parents.

(6) School Information Sheets - Courses available in each secondary school are listed on individual sheets. Explanatory notes are often added on the sheets. These are available in English only.

(7) Student Guidance Information Service (SGIS) - This is a computer service which provides educational and career information. Students complete cards to request occupational and educational information, then receive computer print-outs.

As the figures in Tables 25 - 27 indicate, the booklet, A Time to Choose and the School Information Sheets are much more likely to have been seen by students and their parents than any other of the guidance materials, while the booklet Where Do I Go From Here? is least likely to have been seen. The slides, A Time to Choose have not been seen by many, nor has the SGIS career service been used by many. The Ministry document, After 8? has been moderately distributed. Of the four units on Educational Awareness and Planning, Unit 3 (Colleges and Universities) and Unit 4 (Apprenticeship Training) have been seen by the fewest students and parents. These trends are almost identical for the three Groups A, B and C, meaning that those planning on university have not received a different pattern of exposure to guidance materials than others.

The figures in Tables 25 - 27 also show that: (1) Students are more likely to see these materials than their parents, and (2) Group A parents are more likely to see the materials than Groups B and C parents.

TABLE 25

GUIDANCE MATERIALS SEEN OR USED BY GROUP A STUDENTS AND PARENTS/GUARDIANS (N = 114)

Guidance Material	Material Seen By Student Only	 Both Student and Parent	 Neither Student nor Parent
A Time to Choose/Booklet	15.8%	68.4%	15.8%
A Time to Choose/Slides	8.8%	10.5%	80.7%
Educational Awareness and Planning:			
Unit 1	16.7%	42.1%	41.2%
Unit 2	14.9%	40.4%	44.7%
Unit 3	9.6%	29.8%	60.5%
Unit 4	6.1%	23.7%	70.2%
Where Do I Go From Here?	1.8%	6.2%	92.1%
After 8?	14.9%	49.1%	36.0%
School Information Sheets	19.3%	77.2%	3.5%
SGIS career service	6.1%	12.3%	81.6%

TABLE 26

GUIDANCE MATERIALS SEEN OR USED BY GROUP B STUDENTS AND PARENTS/GUARDIANS (N = 37)

Guidance Material	Material Seen By: Student Only	Material Seen By: Both Student and Parent	Material Seen By: Neither Student nor Parent
A Time to Choose/Booklet	32.4%	56.8%	10.8%
A Time to Choose/Slides	21.6%	16.2%	62.2%
Educational Awareness and Planning:			
Unit 1	27.0%	29.7%	43.2%
Unit 2	27.0%	24.3%	48.6%
Unit 3	16.2%	27.0%	56.8%
Unit 4	13.5%	13.5%	73.0%
Where Do I Go From Here?	5.4%	13.5%	81.1%
After 8?	27.0%	48.6%	24.3%
School Information Sheets	27.0%	67.6%	5.4%
SGIS career service	13.5%	13.5%	73.0%

TABLE 27

GUIDANCE MATERIALS SEEN OR USED BY GROUP C STUDENTS AND PARENTS/GUARDIANS (N = 80)

Guidance Material	Material Seen By: Student Only	Both Student and Parent	Neither Student nor Parent
A Time to Choose/Booklet	38.8%	45.0%	16.3%
A Time to Choose/Slides	16.3%	7.4%	76.3%
Educational Awareness and Planning:			
Unit 1	28.8%	33.8%	37.5%
Unit 2	22.5%	28.8%	48.8%
Unit 3	18.8%	25.0%	56.3%
Unit 4	13.8%	18.8%	67.5%
Where Do I Go From Here?	7.5%	2.5%	90.0%
After 8?	21.3%	25.0%	53.8%
School Information Sheets	21.3%	68.8%	10.0%
SGIS career service	5.0%	11.3%	83.8%

Nearly all the students (93%: 96%, 95%, 89%) reported that they understood whatever materials they had seen, but somewhat fewer (74%: 79%, 57%, 75%) could say the same for their parents. In some instances, the student, a sibling or a translator had to explain the materials to the parent, or the parent was able to understand a particular booklet only because it was printed in his or her own language. The most frequent reason the remaining students gave for the parents not understanding the materials was "poor English". One sociology student was particularly concerned about the language problem and wrote:

> Some of the families we visited experienced difficulties with language. Some relied solely on their children for information and translation.
>
> One student and her family came to Canada from Viet Nam in 1980. Her parents spoke virtually no English, and her English was very limited, but her family relied on her to translate and interpret. Both she and her parents were very unfamiliar with the Ontario educational system, yet she was trying to make school and career decisions. She had received little assistance from the guidance office and was basically flowing with the tide and hoping for the best.

While two-thirds of the students (67%: 67%, 60%, 70%) felt that the guidance materials had helped them in deciding about high school levels and courses, just half (51%: 52%, 57%, 46%) felt they had helped with respect to post secondary plans. The students' elaborations to these two questions are given in Tables 28 and 29.

Here are some other comments from the sociology students:

> The schools seem to possess all sorts of guidance materials but do not seem to make

TABLE 28

DID THE GUIDANCE MATERIALS HELP YOU IN DECIDING ABOUT HIGH SCHOOL?

Student Response*	Percentage of Students (N = 231)
Yes (67%)	
- learned about schools	44%
- learned about levels	17%
- learned about courses/credits	10%
- learned about computers	10%
- learned what is available	2%
- School Information Sheets good	1%
No/Don't Know (33%)	
- I already knew	10%
- made decisions in other ways	6%
- not enough information	1%

* Some students gave more than one elaboration; others gave none.

TABLE 29

DID THE GUIDANCE MATERIALS HELP YOU WITH YOUR POST SECONDARY PLANS?

Student Response*	Percentage of Students (N = 231)
Yes (51%)	
- learned about careers/jobs	13%
- learned about university/costs	6%
- learned a bit	4%
- learned what to take	4%
- learned about degrees at different places	3%
- learned about academics	3%
- learned about future	2%
- learned about marks	2%
- encouragement to go to university	2%
- learned what high schools offer for university	1%
- learned about being a doctor	1%
- learned to focus on my abilities	1%
- learned about salaries of different jobs	1%
- learned about mechanics	1%
- learned about hairdressing	1%
No/Don't Know (49%)	
- I already knew	6%
- plans already made	3%
- it is up to me	2%
- little information on my "interest"	2%
- I didn't look at it	1%
- only high school information	1%
- nothing about electrician/welding	1%
- little about computers	1%
- little information on careers	1%
- made decisions in other ways	1%
- little about college	.5%
- little about beauticians	.5%
- don't understand it	.5%

* Some students gave more than one elaboration; others gave none.

> full use of them. Guidance seems haphazard. Trips to neighbouring high schools are one of the best tools being used to help students.

And:

> Although there is a variety of books and sheets printed as guidance materials for use in the schools, the materials are often limited or unavailable.
>
> Students often find the materials boring, and some said, "It did not tell me anything I did not already know."
>
> Some students were concerned that there was nothing available on different types of careers and that nothing explained what is involved in different education routes or job training programs.
>
> Seldom had any of the students we talked to had anyone in the schools spend any time explaining the booklets and sheets.

Two sociology students questioned the value of guidance exercises which asked the students to answer such questions as:

> " (1) Do you always do your homework as soon as you get home from school and without your mother having to tell you to do it? and (2) Do you do extra work, and do you review each day's work on your own at home?"

Finally, the students were asked if they and/or their parents/guardians had seen other guidance materials. These responses are given in Table 30.

Two sections which follow, entitled "Male/Female Roles", and "Knowledge About High School and Post Secondary Options" further deal with findings related to guidance materials.

TABLE 30

OTHER GUIDANCE MATERIALS

Material	Percentage of Students (N = 231)
Information on specific high school programs	6%
Slides/film	3%
Information on careers	2%
Books to do work in	2%
Tapes on different jobs	1%
Computer printouts	1%
Visits to high schools	1%
A book on accounting	1%
Little quizzes	1%
Filmstrips on different careers	.5%
Booklet on university	.5%

Cultural Activities

The students were presented with a list of sixteen cultural activities and asked to say whether or not they had experienced them. Column 4 of Tables 31, 32 and 33 shows the percentages of Groups A, B and C who answered "No" in each case. For all three groups, the students were most likely to have experienced the zoo, museum, Science Centre and a public library and least likely to have experienced the opera, ballet, drama lessons and stamp/coin collections.

Group A has more likely experienced (statistically) nine of these activities than Group C (music lessons, symphony/classical music, stamp/coin collections, chess, art gallery, museum, live theatre, Science Centre and scrabble.) Group A has more likely experienced (statistically) four of these activities than Group B (stamp/coin collections, live theatre, music lessons and the Science Centre.) One pair of sociology students who worked in two very different schools, picked up on these differences and commented as follows:

> Spare time for a non-inner city student is crowded with a myriad of private lessons which include horseback riding, squash, sailing, dance, drama and music. By four years of age, these children may have had ski, music and gym lessons. They probably have their own library cards and favourite restaurants. They have been accompanied by parents to children's plays and concerts. In contrast, an inner-city child may be living a protected and narrow life being taken care of by a grandmother while both parents work.

TABLE 31

CULTURAL ACTIVITIES
GROUP A (N = 114)

Activity	(1) Percentage in School Only	(2) Percentage out of School Only	(3) Percentage in and out of School	(4) Percentage who have not done Activity
Ballet	12%	18%	2%	68%
Symphony/Classical music	40%	22%	11%	27%
Art Gallery	34%	24%	25%	17%
Opera	10%	---	3%	87%
Museum	26%	30%	36%	8%
Zoo	16%	28%	50%	6%
Live theatre	37%	22%	23%	18%
Planetarium	21%	24%	16%	39%
Science Centre	21%	29%	45%	5%
Public Library	5%	29%	65%	1%
Chess	10%	27%	32%	31%
Scrabble	13%	39%	23%	25%
Stamp/Coin collections	4%	53%	3%	40%
Drama lessons	22%	9%	3%	66%
Art lessons	47%	3%	10%	40%
Music lessons	47%	1[illegible]%	21%	21%

TABLE 32

CULTURAL ACTIVITIES
GROUP B (N = 37)

Activity	(1) Percentage in School Only	(2) Percentage out of School Only	(3) Percentage in and out of School	(4) Percentage who have not done Activity
Ballet	14%	13%	3%	70%
Symphony/Classical music	49%	8%	8%	35%
Art Gallery	49%	16%	8%	27%
Opera	3%	5%	3%	89%
Museum	38%	19%	30%	13%
Zoo	16%	19%	51%	14%
Live theatre	27%	13%	22%	38%
Planetarium	32%	16%	11%	41%
Science Centre	27%	13%	38%	22%
Public Library	13%	11%	68%	8%
Chess	8%	24%	27%	41%
Scrabble	11%	43%	14%	32%
Stamp/Coin collections	---	30%	5%	65%
Drama lessons	27%	6%	5%	62%
Art lessons	62%	---	3%	35%
Music lessons	46%	8%	8%	38%

TABLE 33

CULTURAL ACTIVITIES
GROUP C (N = 80)

Activity	(1) Percentage in School Only	(2) Percentage out of School Only	(3) Percentage in and out of School	(4) Percentage who have not done Activity
Ballet	26%	6%	---	68%
Symphony/Classical music	43%	5%	---	53%
Art Gallery	38%	20%	10%	32%
Opera	5%	4%	2%	89%
Museum	36%	31%	14%	19%
Zoo	29%	27%	34%	10%
Live theatre	45%	14%	11%	30%
Planetarium	23%	18%	7%	52%
Science Centre	26%	21%	35%	18%
Public Library	12%	30%	55%	3%
Chess	15%	25%	11%	49%
Scrabble	19%	29%	11%	41%
Stamp/Coin collections	5%	34%	1%	60%
Drama lessons	20%	6%	---	74%
Art lessons	49%	6%	2%	43%
Music lessons	40%	1%	6%	53%

The most outstanding difference is for music lessons; 53% of Group A students had experienced music lessons compared with 21% of Group C students. The same pair of sociology students wrote this about music lessons (the reader will recall that Group A students are more likely to be from a high socio-economic area than Group C students):

> One non-inner-city child spoke of being in grade ten at the Royal Conservatory of Music. This is highly unlikely for an inner-city child; not only is it unlikely that there is money for a piano and the music lessons, but it is unlikely that any value is placed on the activity.

These two sociology students also noted that inner-city and non-inner-city children enjoy different activities with their parents:

> Activities done with parents further demonstrate the incredible difference in lifestyles between inner-city and non-inner-city students. Non-inner-city children named opera, ballet, the Shaw and Shakespearean Festivals, restaurants, ski weekends and scrabble as activities they enjoyed with their parents. Times together for inner-city students consisted of Sundays at a park, watching television, walks, cooking and occasional movies.

Columns 1 and 2 of Tables 31, 32 and 33 show the percentages of students who had experienced the activities "in school only" and "out of school only". The figures show that students in Groups B and C tend to experience activities "in school only" to a greater extent than Group A students. One principal of a school in a high socio-economic area reported the following:

> Although we have some non-academic activities during school hours and swim and music practice before 9:00 a.m., our after-school programs are virtually non-existent. By 3:30 the school is empty. The kids are involved in too many other things outside of school. School is just one of the many things in their lives.

In direct contrast, a principal in an inner-city school said:

> Our school is "a home away from home". The school is open from 7:15 a.m. to 6:00 p.m. We offer over fifty extra-curricular activities.

A sociology student commented as follows about these two contrasting situations related to cultural activities in the schools:

> While it is good that the inner-city children are exposed to many extra-curricular activities, they are still limited by large groups, little real variety and over-worked teachers. Within these constraints, it is difficult to encourage and develop a child's strengths and abilities. Classes in these activities end when school closes; thus the activities are part of the children's school life, but not part of their out-of-school life.

Not only do the inner-city families have less money to devote to cultural activities out of school, but, as one sociology student discovered, they often have fundamentally different attitudes:

> One grade eight student said, "I have not been to any of those 'cultural places' with my parents. My mom and dad do not have the time to take me; they work a lot, and when they have free time, we like to do 'fun' things together. Just snobs go, and, anyway, those places are boring."

Media

The students were asked to indicate how they had become informed about post secondary options through the media. Some statistics for Groups A, B and C are presented in Tables 34, 35 and 36. These figures, which have very similar patterns for the three groups, bring to light interesting trends:

(1) The highest percentage of students has learned about the Armed Forces through TV.

(2) The lowest percentage of students has learned about apprenticeships through the radio.

(3) The students have learned most about post secondary options through TV, followed by newspapers, magazines and finally radio.

(4) Through the four forms of media, the students have most likely learned about the Armed Forces, followed by jobs/careers, college, university, private vocational schools and finally apprenticeships.

(5) Generally speaking, Group C is not so likely to have learned about post secondary options through the media as Groups A and B.

The majority of the students (72%: 74%, 81%, 65%) said they understand any information they had noticed in the media, but not so many (39%: 33%, 41%, 45%) would concede that it had helped them with their post secondary plans.

Nearly all the students (93%: 95%, 92%, 90%) felt that it is a good idea to have such information in the media and first

TABLE 34

TYPES OF MEDIA THROUGH WHICH STUDENTS HAVE BECOME INFORMED ABOUT POST SECONDARY OPTIONS GROUP A (N = 114)

Post Secondary Option			Medium	
	T V.	Radio	Newspapers	Magazines
University	29%	9%	32%	29%
College	35%	11%	24%	29%
Apprenticeships	18%	4%	16%	11%
Armed Forces	93%	50%	46%	54%
Private Vocational Schools	26%	13%	25%	25%
Jobs/Careers	62%	37%	75%	49%

TABLE 35

TYPES OF MEDIA THROUGH WHICH STUDENTS HAVE BECOME INFORMED ABOUT POST SECONDARY OPTIONS GROUP B (N = 37)

Post Secondary Option			Medium	
	T.V.	Radio	Newspapers	Magazines
University	32%	16%	24%	24%
College	35%	11%	22%	27%
Apprenticeships	22%	3%	32%	22%
Armed Forces	84%	38%	49%	49%
Private Vocational Schools	30%	11%	14%	27%
Jobs/Careers	65%	38%	76%	46%

TABLE 36

TYPES OF MEDIA THROUGH WHICH STUDENTS HAVE BECOME INFORMED ABOUT POST SECONDARY OPTIONS GROUP C (N = 80)

Post Secondary Option			Medium	
	T.V.	Radio	Newspapers	Magazines
University	39%	6%	11%	19%
College	33%	11%	18%	21%
Apprenticeships	14%	6%	11%	9%
Armed Forces	80%	31%	31%	31%
Private Vocational Schools	23%	6%	11%	14%
Jobs/Careers	54%	33%	61%	39%

favoured TV (57%) followed by newspapers (22%), magazines (8%), and finally radio (7%).

One pair of sociology students made the following comments about the media:

> Media presentations could be of value; different institutions could sponsor times on the radio or television, and there could be information sections in newspapers and magazines.

Male/Female Roles

Grade eight students maintain the sexes are equal; 90% believe that it is just as important for a girl to go to university as a boy, and 94% believe that men and women should earn the same money for the same work. When asked to describe what boys and girls should think of when making post secondary plans (see Tables 37 and 38), their answers, with the exception of "money", are very similar for each sex. And, of the 2,046 students who thought they definitely or probably had the ability to complete university and definitely or probably planned to go, 51% were female.

But, while the students believe in equality, they still see men and women in very traditional roles and are themselves beginning to opt for those roles. This is very clearly illustrated in Tables 39 to 42. The students were asked to name the jobs which are most suitable for men and women; their responses are very sex-role stereotyped. Then they were asked to name the optional courses they planned to take in grade nine, and,

TABLE 37

WHAT BOYS SHOULD THINK OF WHEN MAKING POST SECONDARY PLANS

Response*	Percentage of Group A Students (N = 114)	Percentage of Group B Students (N = 37)	Percentage of Group C Students (N = 80)
What they really want/interests	31%	27%	15%
The job/good job/high paying/demand	29%	32%	44%
Learning/education	23%	14%	13%
Supporting family/marriage	14%	19%	11%
Money	9%	27%	21%
What they are best suited for	7%	5%	5%
How far to go/go as far as possible	5%	---	---
Happy with job/career/education	4%	5%	9%
What they can afford	1%	5%	1%
The future	1%	5%	---
Don't know	4%	---	9%

* Responses given by less than 5% of all three groups are not included in this table.
Some students gave more than one response.

TABLE 38

WHAT GIRLS SHOULD THINK OF WHEN MAKING POST SECONDARY PLANS

Response*	Percentage of Group A Students (N = 114)	Percentage of Group B Students (N = 37)	Percentage of Group C Students (N = 80)
What they really want/interests	28%	24%	13%
The job/good job/high paying/ demand	24%	24%	34%
Learning/education	15%	14%	11%
Marriage/family/ supporting family	15%	24%	26%
University/college/ academics	12%	---	5%
Don't know	7%	4%	5%
How far to go/go as far as possible	6%	---	1%
How long school/job takes	6%	---	---
What they are best suited for	5%	4%	3%
Career	5%	4%	3%
Money	3%	8%	14%
Be good at something/ do one's best	3%	5%	3%
Happy with job/career/ education	3%	5%	4%
How and with whom they are going to live	---	5%	---

* Responses given by less than 5% of all three groups are not included in this table.
Some students gave more than one response.

TABLE 39

JOBS MOST SUITABLE FOR MEN

Job*	Percentage of Students (N = 231)
Construction	38%
Anything they are capable of	22%
Heavy lifting/physical jobs	18%
Mechanical	11%
Things with hands/labour jobs	5%
Lawyer	4%
Doctor/surgeon	3%
Truck driving	3%
Business	3%
Factory work	3%
Sports	3%
Plumbing/welding	3%
Electrician	2%
Police work	2%

* Jobs named by less than 2% of the students are not included. Some students named more than one job.

TABLE 40

JOBS MOST SUITABLE FOR WOMEN

Job*	Percentage of Students (N = 231)
Anything they are capable of/ Everything/Nothing special	31%
Secretary	28%
Nursing	11%
Office work/Clerks/Receptionists	10%
Teaching	8%
Sewing	6%
Hair styling/makeup	5%
Cashier/Bank tellers/ Sales clerks	5%
Housework	5%
Cook/Baker	4%
Jobs not requiring strength	3%
Doctor	3%
Typing	3%
Business/Store keeper	3%
Factory work	2%
Sit-down job	2%
Model	2%

* Jobs named by less than 2% of the students are not included. Some students named more than one job.

TABLE 41

OPTIONAL COURSES SELECTED BY BOYS

Course*	Percentage of Boys (N = 121)
Music	32%
Art	26%
Typing	18%
French	12%
Shop	11%
Industrial Arts	10%
Tech	9%
Geography	6%
Small Engines	3%
Drafting	3%
Computer	3%
Physical Education/Gym	3%
Electricity	2%
Business/Economics	2%
History	2%

---

* Some students listed three courses; a few listed none. Courses listed by less than 2% of all three groups have not been included in this table.

TABLE 42

OPTIONAL COURSES SELECTED BY GIRLS

Course*	Percentage of Girls (N = 110)
Music	45%
Art	26%
French	25%
Typing	23%
Business/Economics	13%
Family Studies	7%
Geography	6%
Theatre Arts	5%
History	5%
Latin	4%
Home Economics/Foods	4%
Hairdressing	4%
Shop	4%
Industrial Arts	4%
Consumer Education	3%
Physical Education/Gym	3%
Computer	2%

* Some students listed three courses; a few listed none. Courses listed by less than 2% of all three groups have not been included in this table.

even at this stage, they are making sex-role stereotyped choices. As the students progress through high school and have fewer mandatory courses, their choice of courses becomes even more sex-role stereotyped; this was clearly shown in a report presented to the Toronto Board Status of Women Committee while this study was in progress (see Appendix J).

The sociology students wrote of the same trends. One pair of students said:

> We found very little difference in the numbers of boys and girls who planned a post secondary education, but we found that significant numbers were thinking in terms of traditional sex stereotyped occupations.

Some of the sociology students observed that girls were receiving conflicting messages in the homes:

> One father stated that he wanted his daughter to go on and become a doctor, but in the next breath told his daughter to serve the guests tea and told the guests (researchers) that this would be good practice for her when she was a housewife and raising babies.

Other sociology students felt that the students were being socialized into their "proper sex roles" in the schools:

> One school had three female student volunteer workers. One girl worked in the office in a receptionist capacity and two worked in the staff room serving tea and coffee and washing dishes. The girls consistently missed some school time because of these activities.
>
> In one classroom, the girls all sat in the first several rows and the boys in the two very back rows. If no seat was available in the back rows, boys would take a chair and

> sit at the counter rather than sit further forward in the classroom.
>
> In another classroom, we noted that the boys did almost all the participating.

A few sociology students pointed out that some of the guidance materials (discussed in an earlier section of this report) have pictures and cartoons which reinforce the traditional male/female roles.

Principals

From the grade eight students' point of view, principals have very little influence on their post secondary plans. Most (88%: 95%, 84%, 80%) had not discussed their plans with their principals, and most (89%: 90%, 76%, 94%) had not had a discussion with a vice-principal (some schools have no vice-principal). Similarly, most of their parents (82%: 82%, 92%, 79%) had not had a discussion with either a principal or a vice-principal. The reasons are set forth in Tables 43, 44, and 45. Some students feel there is no reason for a discussion, while others feel uneasy.

Of those students who had not had a discussion with either the principal or the vice-principal, approximately half (50%: 54%, 30%, 51%) claimed that if it were possible, it would be helpful.

The sociology students discussed the influence of principals and vice-principals in a different context and from another point of view, consequently their information will be given in the section entitled "Differences Among Schools".

TABLE 43

REASONS STUDENTS HAD NOT DISCUSSED THEIR POST SECONDARY PLANS WITH PRINCIPALS

Reason*	Percentage of Group A Students (N = 108)	Percentage of Group B Students (N = 31)	Percentage of Group C Students (N = 64)
No reason to	26%	16%	16%
Feel uneasy/uncomfortable	21%	13%	25%
Principal not approachable/ too busy	6%	8%	5%
Dislike principal	2%	---	6%

* Reasons given by less than 5% of all three groups have not been included in this table.

TABLE 44

REASONS STUDENTS HAD NOT DISCUSSED THEIR POST SECONDARY PLANS WITH VICE-PRINCIPALS

Reason*	Percentage of Group A Students (N = 103)	Percentage of Group B Students (N = 28)	Percentage of Group C Students (N = 75)
No reason to	18%	18%	13%
Feel uneasy/uncomfortable	18%	14%	16%
Vice-Principal not approachable/too busy	7%	4%	3%
No Vice-Principal	13%	7%	7%

* Reasons given by less than 5% of all three groups have not been included in this table.

TABLE 45

REASONS PARENTS HAD NOT DISCUSSED POST SECONDARY PLANS WITH PRINCIPALS OR VICE-PRINCIPALS

Reason*	Percentage of Group A Students (N = 108)	Percentage of Group B Students (N = 31)	Percentage of Group C Students (N = 64)
No reason to	9%	9%	3%
Poor English	4%	3%	6%

* Reasons given by less than 5% of all three groups have not been included in this table. Many students gave no reasons.

Knowledge about High School and Post Secondary Options

The students were asked a series of questions to test their knowledge of high school, post secondary options and other related issues.

On the whole, for all topics covered, Group A students were most knowledgeable and Group C students least knowledgeable. One pair of sociology students elaborated on this phenomenon as follows:

> The students who were university-bound had a much clearer idea of what university entails than those who were not. In fact, many knew exactly what university they would like to go to, what field they would like to specialize in and what, having attained their degree, they would most likely do with it. On more than one occasion we were astounded by the extent to which some students had thought out their lives. For instance, one girl was striving for a scholarship in order to pay her way through university, and, once in law school, she had plans to apply for student assistance.
>
> All this stands in sharp contrast to what we found in the other school. These students had only foggy notions of what university is all about. They believe that "university is the place you go if you want to be a doctor or something." When pushed to elaborate beyond such vague generalizations, they were often unable to do so. These students had not thought out their lives to the extent that the others had and did not verbalize sophisticated rationalizations.

A second general finding is that all students are more knowledgeable about high school and the movement from elementary to high school than they are about post secondary options and the movement from high school to those options. Most seem to understand that secondary schools offer different programs and levels, and most were choosing a secondary school which offers the level(s) of courses they plan to take. However, they are much less clear about the differences between university and community colleges and the grades, credits, levels and marks required to enter each. Some who were planning on university had not chosen levels 5 and/or 6 for grade nine. Most do not know about apprenticeship programs. Here is an example from a sociology paper:

> One girl said that her marks were mainly A's and B's, yet she was planning on level 4 in grade nine. The odd part of this is that she also planned to be a veterinarian. It would appear that this girl was ruining her chances. She also did not want to take any science courses, which are a prerequisite for that university program.

Finally, the students seem to be rather ill-informed and naive about financing post-secondary options. The majority do not know the actual cost of tuition fees for university or community college and do not know that apprentices earn money while they are learning their trade. While many students generally understood that financial aid is available for post secondary education from sources other than the family, only about 25% actually listed government grants and loans as one of those sources, and even fewer had heard of O.S.A.P. or knew the conditions of eligibility.

What follow are the data for each of the questions put to the students:

Question 1:

Do secondary schools in Toronto offer the same programs?

Answer:

No.

Correct Answer (86%: 87%, 87%, 84%)

I Don't Know (3%: 1%, 0%, 8%)

Question 2:

At what level do students usually take courses in high school if they are planning to go to university?

Answer:

Levels 5 or 6.

Correct Answer (88%: 94%, 89%, 79%)

I Don't Know (2%: 0%, 3%, 3%)

Question 3:

How many grade thirteen credits does a student require to gain entrance to an Ontario university?

Answer:

6

Correct Answer (11%: 17%, 8%, 5%)

I Don't Know (44%: 38%, 43%, 54%)

Question 4:

What is the minimum grade thirteen average you need to gain entrance to an Ontario university?

Answer:

60%

Correct Answer (11%: 16%, 5%, 6%)

I Don't Know (19%: 10%, 16%, 33%)

Question 5:

What grade must a student complete in high school in order to go to a community college?

Answer:

12

Correct Answer (60%: 69%, 65%, 44%)

I Don't Know (3%: 2%, 3%, 5%)

Question 6:

Explain the differences between college and university.

(The students' answers are given in Table 46. Quite a few students said there is "no difference" or could not explain the difference.)

Question 7:

Do you know what an apprenticeship training program is?

The majority (66%: 62%, 51%, 78%) of the students did not know.

Question 8:

Do apprentices earn money while they are learning their trade?

The majority (66%: 62%, 49%, 79%) of the students did not know.

Question 9:

Is financial aid available from sources other than a family for students who plan post secondary education?

A large majority (83%: 89%, 87%, 73%) of the students said "Yes". These students were then asked to list the sources; their responses are given in Table 47. The three most frequently mentioned sources are jobs, bank loans and government grants.

TABLE 46

DIFFERENCE BETWEEN COLLEGE AND UNIVERSITY

Difference*	Percentage of Group A Students (N = 114)	Percentage of Group B Students (N = 37)	Percentage of Group C Students (N = 80)
No difference	18%	24%	34%
University for professionals/ College for technicians	13%	8%	4%
University gets you higher/ more advanced	12%	22%	18%
University is harder than College	8%	3%	8%
University is longer than College	8%	3%	5%
College specializes/ University is general	7%	5%	1%
College is basic/ University more depth	7%	5%	---
University more specialized/ intense	6%	3%	---
Grade 13 for University/ Grade 12 for College	5%	---	3%
College is less money	4%	5%	---
Different methods/subjects	1%	5%	4%
Don't know/ Can't explain difference	23%	11%	25%

* Some students gave more than one response; others gave none. Responses which were given by less than 5% of all three groups have not been included in this table.

TABLE 47

SOURCES OF FINANCIAL AID OTHER THAN THE FAMILY

Source*	Percentage of Group A Students (N = 101)	Percentage of Group B Students (N = 32)	Percentage of Group C Students (N = 58)
Job	34%	28%	33%
Bank loan	31%	34%	41%
Government/grants	29%	25%	14%
Scholarships (general)	15%	9%	5%
Friends	9%	16%	17%
Scholarships (university)	7%	---	3%
Relatives	2%	6%	2%
O.S.A.P.	1%	6%	---
Welfare loans	1%	---	7%

* Some students gave more than one answer; others gave none. Answers given by less than 5% of all three groups have not been included in this table.

Question 10:

What is O.S.A.P. (Ontario Student Assistance Plan)?

The majority (79%: 69%, 81%, 91%) of the students did not know.

Question 11:

Who is eligible to get O.S.A.P. money?

The vast majority (86%: 81%, 81%, 96%) of the students did not know.

Question 12:

How much are the average tuition fees for a school year at an Ontario university?

The students' complete range of answers to this question is shown in Table 48. Of the total 231 students, 19% gave a sum under $1,000; 24% gave a sum over $2,000; and 11% said they didn't know. The percentages for the Groups who gave an answer in the correct range are (46%: 52%, 51%, 34%).

Question 13:

How much are the average tuition fees for a school year at an Ontario community college?

The students' complete range of answers to this question is shown in Table 49. Of the total 231 students, 22% gave a sum under $700; 31% gave a sum over $1,000; and 17% said they didn't know. The percentages for the Groups who gave an answer in the correct range are (30%: 33%, 41%, 21%).

TABLE 48

HOW MUCH ARE THE AVERAGE TUITION FEES FOR A SCHOOL YEAR AT AN ONTARIO UNIVERSITY?

Response in Dollars	Percentage of Group A Students (N = 114)	Percentage of Group B Students (N = 37)	Percentage of Group C Students (N = 80)
10	---	---	1.3%
30	---	2.7%	---
50	---	---	3.8%
60	0.9%	---	---
84	---	2.7%	---
100	1.8%	---	1.3%
150	0.9%	---	---
200	---	---	5.0%
300	0.9%	2.7%	1.3%
350	0.9%	---	---
400	0.9%	---	1.3%
500	2.6%	2.7%	7.5%
600	0.9%	2.7%	1.3%
700	1.8%	---	---
750	---	---	1.3%
800	1.8%	5.4%	2.5%
900	0.9%	---	---
1,000	28.1%	32.4%	20.0%
1,100	0.9%	---	---
1,200	---	2.7%	1.3%
1,500	6.1%	2.7%	---
1,800	0.9%	---	---
2,000	15.8%	13.5%	12.5%
2,400	---	---	1.3%
2,500	3.5%	2.7%	1.3%
2,600	---	---	1.3%
3,000	7.9%	2.7%	1.3%
3,050	0.9%	---	---
3,500	0.9%	---	---
4,000	2.6%	2.7%	5.0%
5,000	4.4%	10.8%	5.0%
5,500	0.9%	---	---
6,000	1.8%	2.7%	---
7,000	0.9%	---	---
10,000	5.3%	2.7%	---
13,000	---	2.7%	---
500,000	0.9%	4.4%	---
Don't Know	4.4%	2.7%	25.0%

TABLE 49

HOW MUCH ARE THE AVERAGE TUITION FEES FOR A SCHOOL YEAR AT AN ONTARIO COMMUNITY COLLEGE?

Response in Dollars	Percentage of Group A Students (N = 114)	Percentage of Group B Students (N = 37)	Percentage of Group C Students (N = 80)
10	---	---	1.3%
30	---	2.7%	---
40	0.9%	---	1.3%
50	---	---	1.3%
80	0.9%	---	---
90	---	2.7%	---
100	0.9%	2.7%	1.3%
200	0.9%	2.7%	5.0%
220	---	---	1.3%
250	---	---	1.3%
300	1.8%	2.7%	1.3%
350	0.9%	---	1.3%
400	3.5%	2.7%	2.5%
500	6.1%	2.7%	6.3%
550	0.9%	---	1.3%
600	1.8%	2.7%	2.5%
700	2.6%	10.8%	---
750	0.9%	2.7%	---
800	4.4%	2.7%	2.5%
900	2.6%	2.7%	2.5%
1,000	22.8%	21.6%	16.3%
1,200	0.9%	---	1.3%
1,400	1.8%	---	---
1,500	5.3%	5.4%	3.8%
1,550	0.9%	---	---
1,800	0.9%	---	---
2,000	10.5%	---	7.5%
2,500	1.8%	2.7%	---
3,000	1.8%	8.1%	5.0%
3,500	---	2.7%	---
4,000	1.8%	2.7%	3.8%
4,500	---	2.7%	---
5,000	3.5%	---	2.5%
5,500	0.9%	---	---
6,000	1.8%	---	---
8,000	0.9%	---	---
10,000	0.9%	2.7%	---
11,000	---	2.7%	---
20,000	---	---	1.3%
25,000	0.9%	---	---
30,000	---	2.7%	---
Don't Know	14.1%	5.4%	26.3%

Questions 14, 15 and 16:

> What is the name of the secondary school you plan to attend next year?
>
> At what level do you plan to take most of your grade nine courses next year?
>
> Do you plan to go to university?

These three questions were on the survey questionnaire which was completed by 3,969 grade eight students (see Appendix E).

Of these 3,969 students, 3,916 indicated a level or levels at which they planned to take their grade nine courses, of which 4.6% said they were going to a secondary school which does not offer the level they had chosen. Another 6.3% said they did not know what secondary school they were going to, and 3.6% listed schools which were private, separate or outside the Toronto Board.

Of the 3,969 students, 2,304 said they were definitely or probably going to go to university, of which 2.5% said they were going to a secondary school which does not offer levels 5 or 6. Another 4.8% did not name a secondary school.

Of the 1,296 students who said they definitely were planning to go to university, 92% had chosen levels 5 and/or 6 for grade nine. Of the 1,008 students who said they probably were planning to go to university, 73% had chosen levels 5 and/or 6. There is an indication that perhaps some students who plan on university are beginning high school at the wrong levels.

Differences Among Schools

The sociology students studied 10 of the 37 Toronto elementary schools which offer grade eight. Each pair of students studied two schools from contrasting socio-economic areas as measured by the formula the Toronto Board uses to determine the inner-citiness of its schools. (Class I schools are most inner-city and Class IV schools are non-inner-city.) While many differences between inner-city and non-inner-city schools have already been discussed in previous sections of this report either directly or indirectly as related to students from Groups A, B and C, the sociology students wrote of some other differences. These additional differences will be presented here, but it must be remembered that each observation is based on a comparison of only two schools and that no attempt was made in this study to determine whether the findings are valid for all 37 schools across the system. Also, some students studied in two schools which only varied in terms of inner-citiness and could not be said to be strictly inner-city and non-inner-city.

Students

One paper contained comments on student behavior which indicated that students in schools with high socio-economic ratings may be more sure of themselves than those in inner-city schools:

> Of the twenty-six students we interviewed, fourteen were from the school which was most inner-city and twelve from the other. There were no marked physical differences among the students from the two schools. That is to say, they all dressed and appeared similar to one another. However, differences were apparent with respect to their behavior. Those from the second school exhibited more "brash" behavior and were less hesitant about answering our questions than those from the more inner-city school.

School Staff

Earlier sections of this report have indicated that, from the point of view of grade eight students, various members of the school staffs do not have a strong influence on their post secondary plans. However, the sociology students claimed that the attitudes of staff members toward students are somewhat different from school to school and that the students may be influenced by these attitudes. Consider the following:

> In our two schools, there were two entirely different sets of expectations placed on the students with respect to post secondary education. In the non-inner-city school, a university education was taken for granted. In talking to the teachers and principals in this school, it became quite apparent that they felt their students were somehow "special"; that they were "a cut above the rest". One teacher remarked, "Quite clearly, the kid graduating from this place who doesn't one day go to university will be the odd man out." Another teacher asserted, "University material ... most certainly ... you have to be around these kids to see how bright they are. I already have three kids in one of my Math classes doing what would be equivalent to grade eleven algebra problems."
>
> All this stands in sharp contrast to what was found in the inner-city school. The staff members of this school valued their students in so far as they were "normal", "everyday" and "definitely not bookworms". They expected only a small proportion of their students to make it to university, and thus there was far less pressure on the students to excel academically.
>
> The principal in the first school described his students as "ambitious, initiators, hard-driving and very involved in their own busy lives", whereas the principal in the second school described his students as "nice, polite, hard working and thoughtful."

Another pair of sociology students wrote:

> The school staff in the inner-city school focussed more on making school an enjoyable place than encouraging intellectual development. They also encouraged group co-operation and participation in the classroom.
>
> The other school stressed achievement, individual performance and competition.

Knowledge about Post Secondary Options

Two sociology students found an interesting contrast in the knowledge students and parents have about post secondary plans:

> The students and parents in the high socio-economic area had mostly information on universities and knew very little about community colleges and apprenticeships.
>
> The opposite was found in the lower socio-economic area where the students and parents had little information about universities but knew more about jobs and colleges.

Facilities

For two schools studied by one pair of sociology students, the school which was in the higher socio-economic area was the one with a swimming pool.

For two schools studied by another pair of sociology students, the school in the lower socio-economic area was the one which had the resource centre closed for an indeterminate length of time:

> This meant class trips to a nearby library, which resulted in much rescheduling and lost class time. A bookrack at the back of the classroom appeared to be a compensation for the closed resource centre; however, the

> books on it were outdated and aimed at very low reading levels.

This school also did not have office space for the social worker and psychologist, whereas the school in the higher socio-economic area did.

School Organization

> Our two schools had different methods of coping with conflicting pressures on teaching time. The method of the more inner-city school produced a very disruptive year for the students. The class we studied in the school had three teachers for core subjects and a rotation system which involved frequent class changes. While both schools had different ability level groups for reading and mathematics, the more inner-city school taught the groups in separate classrooms, and the teachers of the high and low ability groups switched positions midway through the year.

Community

The principal of one inner-city school reported the following to the sociology students:

> This area has the highest crime rate in the city, as well as the highest number of group homes and the lowest number of parks and recreational facilities. The student body is very heterogeneous. It represents over forty ethnic backgrounds. The area is seen as a stepping stone and experiences a wave of immigration every three to five years. In the first six months of 1980, we had 113 boat people register here. Lots of the kids have never been to school before. In 1980, out of 850 children enrolled in the school, there were 600 transfers in and out. You just get to know them and they're gone.

SUMMARY AND DISCUSSION

Probably the most important finding of this study, and one which is easily lost sight of in the complex web of variables and statistics, is that grade eight students, as a whole, value education; generally speaking, only family and health are valued more. Over half of them (58%) are considering university and choosing secondary schools and high school programs which will steer them in that direction, and others are planning to go to community colleges. Even the remainder who have no plans for post secondary education, place a higher value on education than they do on freedom, jobs, money and pleasure.

One purpose of this study was to determine whether those students who plan to go to university are, in any way, different from those who don't. They are different; in fact, they differ on many variables which are so entangled as to make it impossible to discuss any one in isolation from the others.

A survey questionnaire was used to pick two groups of students. One group was considering university and felt they had the ability to complete it; the other group was not considering university and felt they did not have the ability. Throughout the report, they are referred to as Group A and Group C. Group A made up 51.5% of the grade eight population; Group C, 10.9%. The teachers rated the abilities of a subset of each group, and for 77% of the cases, the teachers gave the same ratings as the students gave themselves.

The results showed that the two groups are very different in terms of socio-economic status (SES) and cultural/ethnic background. Group A students were much more likely to rate high on SES than Group C students (33% vs 5%); in fact, two thirds of Group C rated low. Children from some cultural/ethnic backgrounds were much more likely to be found in Group A than others. For example, close to 90% of the Korean and Jewish children were found in Group A compared with less than one-third of the Portuguese, Native Indian and French children. The trends were similar but reversed for Group C; for example, over 20% of the Portuguese and French children were in Group C compared with less than 5% of the East Indian, Ukrainian, Chinese, Polish, Jewish, Japanese and Korean children. (Complete data for twenty-five cultural/ethnic groups are provided in Table 50.) If one compares Groups A and C in terms of SES and cultural/ethnic background combined, the statistics for the Jewish and Portuguese children stand out the most; Jewish children are likely to be found in Group A, unlikely to be found in Group C and unlikely to be low SES, whereas the trends are just the opposite for the Portuguese.

Keeping these ideas in mind and remembering that, in general, grade eight students place a fairly high value on education, it is of further interest to note that high SES students rank education somewhat lower than low SES students and that Jewish and Irish students rank education lower than Blacks, West Indians, Native Indians, East Indians, Chinese and Spanish.

There was no difference in the percentages of students born in Canada; 70% of Group A and 71% of Group C students were born in Canada. The statistics for the Koreans, East Indians, Scottish, French and Native Indians are most interesting. (See Table 50.)

A much higher proportion of Group C students were in special

TABLE 50

SOME CHARACTERISTICS OF GRADE EIGHT STUDENTS BY CULTURAL/ETHNIC GROUP

Cultural/Ethnic Group *	Total Number of Grade Eight Students	Percentage of Students in Group A	Percentage of Students in Group C	Percentage of Students Classified as low SES	Percentage of Students in Special Education classes **	Percentage of Students Born in Canada	The Importance of Education Rank Position
All students	3,969	51.5%	10.9%	48.7%	9.1%	69.5%	3
Korean	19	89.5%	0.0%	26.3%	5.3%	5.3%	***
Jewish	157	87.3%	0.6%	5.7%	0.6%	83.4%	5
Irish	33	66.7%	12.1%	24.2%	3.0%	84.9%	5
Guyanese	36	66.7%	11.1%	66.7%	2.8%	2.8%	3
Japanese	21	66.7%	0.0%	33.3%	0.0%	81.0%	***
Ukrainian	60	65.0%	3.3%	40.0%	1.7%	93.3%	3
Greek	312	63.5%	7.4%	74.7%	4.2%	82.7%	3
WASP	99	62.6%	9.1%	26.3%	6.1%	87.9%	5
East Indian	57	61.4%	3.5%	56.0%	8.8%	7.0%	2
Polish	48	60.4%	2.1%	52.1%	0.0%	87.5%	3
Chinese	429	59.0%	2.8%	64.3%	3.0%	41.3%	2
Serbian/Croatian	38	57.9%	13.2%	44.7%	13.2%	71.1%	3
British	20	55.0%	15.0%	25.0%	15.0%	75.0%	***
German	59	52.5%	10.2%	25.4%	6.8%	86.4%	4
West Indian	180	51.1%	6.1%	63.3%	18.9%	15.6%	1
Black	26	50.0%	19.2%	46.2%	34.6%	34.6%	1
Canadian	642	45.8%	13.9%	34.7%	12.8%	96.6%	4
English	285	45.3%	12.3%	34.0%	13.7%	89.5%	3
Vietnamese	20	45.0%	10.0%	45.0%	0.0%	0.0%	***
Scottish	55	41.8%	20.0%	40.0%	12.7%	92.7%	4
Italian	218	39.0%	13.8%	70.2%	7.3%	89.0%	4
Spanish	39	35.9%	10.3%	69.2%	7.7%	15.4%	2
French	91	33.0%	24.2%	47.3%	11.0%	91.2%	3
Native Indian	37	32.4%	16.2%	45.5%	10.8%	100.0%	2
Portuguese	286	30.1%	25.5%	88.5%	13.6%	38.5%	4

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* The study identified other cultural/ethnic groups, but they represented too few children each to include in the discussion.

** As discussed earlier in the report, these figures are underestimations.

*** Insufficient data.

education classes than Group A students (24% versus 5%), and since boys are more often to be found in special education classes than girls, it logically follows that Group C also had more boys than Group A (58% versus 49%). One important concomitant finding is that particularly high percentages of Black and West Indian students (the only two cultural/ethnic groups who ranked education first) are in special education classes (35% and 19% respectively).

Furthermore, it became more and more clear as the study proceeded that the lifestyles and attitudes of students planning to go to university (Group A) are different from other students. Many of the manifestations of the differences are recorded in Table 51. Group A students are more likely to be involved in such cultural activities as going to the symphony and collecting stamps; they are more interested in reading and music; they have been on more vacations with their parents; and they are more sophisticated in their attitudes toward money. In addition, their parents and teachers seem to have more influence on their post secondary plans. Group C students, on the other hand, put more emphasis on T.V., hockey, basketball, skating, bikes and cars. One pair of sociology students who did observations for the study concluded the following:

> When one sees the incredibly different lifestyles of these two groups of children, it becomes clear that most students' aspirations have been firmly set by grade eight. While there may be freedom to choose a path leading directly to university or away from university, it is, in reality, much more complicated. It is not simply a matter of choosing a certain education and the particular profession that goes with it.

TABLE 51

DIFFERENCES IN LIFESTYLES AND ATTITUDES BETWEEN GROUPS A AND C

Difference in Lifestyle and/or Attitude *	Percentage of Group A Students (N = 114)	Percentage of Group C Students (N = 80)
Activities with Parents		
Vacation in past year	66%	44%
Talk	30%	13%
Go to restaurants	27%	15%
** Watch T.V.	16%	30%
Hobbies/Interests		
Reading	39%	11%
Music (listen, play)	18%	5%
Animals/fish	11%	3%
Science/medicine	11%	0%
** Bike/dirt bike riding	5%	15%
** Hockey	7%	18%
** Basketball	2%	10%
** Skating (roller, ice, skateboard)	4%	14%
** Working with cars/bikes/appliances	0%	10%
Cultural Activities		
Symphony/classical music	73%	47%
Art Gallery	83%	68%
Museum	92%	81%
Live theatre	82%	70%
Science Centre	95%	82%
Chess	69%	51%
Scrabble	75%	59%
Stamp/coin collections	60%	40%
Music lessons	79%	47%
Plans for One Million Dollars		
University/College	14%	1%
Save it	18%	8%
Charity	14%	5%
Invest/Buy stocks	12%	1%
** Buy a car/motor bike	11%	23%

(Continued)

TABLE 51 (Continued)

DIFFERENCES IN LIFESTYLES AND ATTITUDES
BETWEEN GROUPS A AND C

Difference in Lifestyle and/or Attitude *	Percentage of Group A Students (N = 114)	Percentage of Group C Students (N = 80)
Parents/Guardians		
Have been to college/university	37%	18%
Agree with student's post secondary plans	95%	79%
Have strong influence on student's post secondary plans	67%	48%
Teachers		
Teacher(s) have influence on student's post secondary plans	55%	35%
University/College		
Worth the time and money it costs	93%	78%

* Every item in this table represents a statistical difference at the .05 level of significance between students in Groups A and C. However, because the two groups are not true random samples, the results can not be generalized to other students.

** For these items, the proportion of Group C students is significantly larger than for Group A, while the reverse is true for every other item.

> Instead, it is no less than choosing another way of life, of leaving behind a particular set of values, behaviors and expectations, and of breaking with people to whom one has become attached.

A higher percentage of Group A students believe that a post secondary education is worth the time and money it costs than Group C students, and Group A students are more knowledgeable about what is required to be admitted to university or college and about the availability of government grants/loans and scholarships. They also know more about apprenticeships.

A second purpose of this study was to determine why some students who feel they have the ability to complete university are not planning to attend. The results showed that very few of the entire grade eight population -- only 2.9% -- fell into this category and, in reality, the group may be even smaller, since for 42% of these, the teachers felt they did not have the ability. In spite of the fact that there were so few of these students, they were included in the in-depth interviews and, in the end, some interesting trends were found. Throughout the report, they have been referred to as Group B.

The most fascinating characteristic of Group B students is that for variable after variable (several of which are listed in Table 51), they can be described as ranking between the students in Groups A and C. For example, Group B students are more likely than Group C but less likely than Group A to read as a hobby, or the parents/guardians of Group B students are more likely than Group C but less likely than Group A to have attended university or college. And, so on. Approximately one-third of Group B students plan to go to community college; this could also be interpreted as a middle ground between Groups A and C.

Of the three groups of students, Group B seems least interested in education; they ranked it fifth in terms of importance in their lives; they were least likely to feel it is worth the time and money; and they were least likely to have older siblings in university. The interviewers described some as apathetic and said others did not want to spend the time required to get a university education. Other Group B students, as well as their parents, seemed unclear about what university is. While not many of Group B students directly gave "money" as the reason for not planning on university; they do seem more concerned with money than the other two groups: first, they put money as quite high on the list of things which influence their post secondary planning, and second, they were more likely to feel that families need a lot of money to send their children to university.

The five cultural/ethnic groups which had the highest percentages of students in Group B were the Scottish, Italians, East Indians, Spanish and Serbians/Croatians.

A third purpose of the study was to unearth the most important ways in which grade eight students are influenced with respect to making post secondary plans. The strategy was to ask the students themselves, and they were presented with a closed-ended, structured task which was to choose the four most important influences from this list of thirteen in random order:

Friends
Parent(s)/Guardian(s)
Guidance Counsellors
Guidance Materials

Brothers/Sisters

Principal

Teacher(s)

Cultural Activities

Male/Female Roles

Money

Marks/Ability

Media

Personal Hobby/Interest

This exercise provided some important, fundamental information. However, the investigation went a step further in an attempt to delve even deeper into the subject and questionned the students in detail about each of the thirteen areas of influence. After blending this data with data from other stages of the study, it was discovered that, while the students are able to identify some major influences related to their post secondary planning, they also seem oblivious to others, even though their answers to some questions clearly indicate that other major influences exist. Each of the thirteen areas will now be discussed in the order of importance as determined by the students themselves.

Parents/Guardians

Without qualification, the parents/guardians have the strongest influence on grade eight students. Not only do the students themselves consider this to be the case, but the other findings of the study indicate that there is a whole constellation of variables such as socio-economic status (education, income and status of parents), country of birth, cultural/ethnic background, values, activities, topics of conversation, expectations and forms of encouragement which describe the home environment and which are closely related to whether or not a student is planning to go to university. One pair of sociology students referred to this influence as the "socialization of the home":

> Children's aspirations to attend university cannot be separated from the wider process of socialization. Children are born into a certain way of life which is then essentially reproduced through socialization. A child from a lower class family can experience an incredibly different socialization from that of an upper class child. It is not simply a matter of having different material advantages; the socialization is much more encompassing than that. It even means experiencing some of the same things such as the school system differently.

Even though the students identified their parents most frequently as an influence on their post secondary plans, they are, at best, only dimly aware of how complicated and pervasive the influence of the home is. Certainly, none of the students articulated this for us.

Personal Hobbies/Interests

Initially, it was a surprise that the students named hobbies and interests so frequently as an influence on their post secondary plans, but on further reflection, it was realized that hobbies and interests are also a part of the home environment. Reading is the hobby which separated the groups the most -- students planning on university are much more likely to enjoy reading than other students. As one sociology student observed:

> The parents expected their children to attend university. Good grades were encouraged, and the homes displayed numerous scientific journals, educational magazines and encyclopedias.

Music, animals, fish, science/medicine are also more frequently enjoyed by those planning to go to university.

Brothers/Sisters

Siblings are also a part of the home environment, thus it is logical that for those students who have older brothers and sisters, the influence is quite strong; the influence is also every bit as complex as that for parents. It is particularly interesting that Group B students were least likely to have older siblings attending or thinking of university and/or college -- this again reinforces the concept that patterns of behavior are often an outcome of home environment.

Marks/Ability

The students' school marks, their beliefs about their ability to complete university and their plans to attend university are closely related. Those with high marks (A's and B's) mostly believe they have the ability and mostly plan to go to university. The opposite is true for those with low marks.

With the exception of Group B students, the teachers agree with the vast majority of the students about whether or not they have the ability to complete university. If we include Group B, the teachers still agree with 72% of the students. However, it is important to remember that there are quite a few differences among the various cultural/ethnic and SES groups with respect to whether or not the students feel they have the ability to complete university and plan to attend university. There are also differences among the cultural/ethnic and SES groups in the proportions of students in special education classes.

Friends

Friends represent an intermediate influence between family members and school staff members. This is quite reasonable, as friends are likely to be partially connected with the home environment and community and partially connected with the school environment. Group A students have more close friends with similar post secondary plans than Groups B or C students. This also makes sense, since all of Group A students plan to go to university, whereas Groups B and C students, all of whom are not going to university, have a wider variety of post secondary plans.

Money

It was difficult to get a good fix on how money influences the post secondary planning of grade eight students. Perhaps the wrong questions were asked, but it is probably more reasonable to conclude that the students themselves are not fully cognisant of the role that money plays in their lives now or of the role it will play in the future. It was discovered that not many students know the cost of university or college tuition fees, and most rather naively say that their families can provide any financial help they may need to accomplish their post secondary plans. Not many know that it is possible to finance post secondary education through government grants and loans (very few had heard of O.S.A.P.) and not many know that apprentices earn money while they are learning their trade. Money does not seem to play a major, visible role in the lives of grade eight students, so it cannot be said that they are making decisions about the future based on considerations related to it. (Group B may be somewhat more concerned with money.) The summary sociology paper contained the following paragraph:

> Students often have a distorted perception of their parents' income -- sometimes quite exaggerated. They are often not sure if financial aid would be needed for them to accomplish their post secondary plans. Many students assume their parents will pay for post secondary education, even though their parents have not necessarily confirmed it.

Money is, of course, an important variable in determining socio-economic status as well as being an integral part of the home environment of which much has already been written in this report. Students have very different life styles and experiences because of money or the lack of it; consequently, it was found that attitudes toward money, particularly as related to education, did vary. Group A students seem to have a more sophisticated but carefree attitude toward money, and they are more willing to spend it on education, feeling the investment would eventually pay off.

It must be concluded, then, that money is an important, complex influence on grade eight students' post secondary plans but one which remains largely invisible to the students themselves.

Teachers

From the students' point of view, school staff members are less influential than family members and friends. But, teachers appear to have more influence than guidance counsellors and principals. What teacher influence exists is manifest to the students in the form of encouragement, help, discussions about education and educational instititions, and belief in their capabilities -- such comments were more likely to come from Group A students than Group C students.

However, students and, for that matter, the teachers themselves may not be fully conscious of the extent of influence. The sociology students felt that some teachers may have pre-set perceptions and expectations of the children which they inadvertently pass along to them in the form of evaluation, encouragement and information about options for the future.

Quite a few students would welcome the opportunity to discuss their post secondary plans with their teachers.

Teacher-parent discussions about post secondary options are not common.

Guidance Counsellors

At present, guidance counsellors (or whichever staff members may be responsible for guidance in the elementary schools) have limited influence on grade eight students. This is not surprising since very few schools have full time guidance counsellors.

The results of this study clearly show that grade eight students lack information and knowledge on a very broad scale with respect to future options and that grade eight is not too early to present information. It is also true that students most frequently define a guidance counsellor as someone who helps them with problems, decisions and information related to school, jobs, careers, education and the future.

While it would be remiss to assume that more information and knowledge would immediately result in more students planning to go to university and college, and certainly it could have just the opposite effect, the findings showed that grade eight students could be better informed.

Students need more information and/or enlightenment in the areas of:

- high school programs and levels
- the credit system
- marks and aptitudes
- apprenticeships
- the job market
- new jobs, careers and education programs
- costs of post secondary education

- sources of financial aid (e.g., O.S.A.P.)
- universities
- colleges
- entrance requirements for university and colleges
- the demands and rewards (e.g., time and money) of various post secondary options
- male and female roles

The sociology students felt that any person who has the responsibility for informing and guiding grade eight students in these matters should be very knowledgeable, respected, well liked and seen as approachable by the students. They also felt that guidance programs should make full use of one-to-one counselling, special classes, a wide variety of up-to-date materials, guest speakers, movies, slides and visits to high schools, universities, colleges and job sites. Several sociology students thought that visits, in particular, should occur more often and reported that the grade eight students they took on tours of the University of Toronto were quite impressed and affected by the experience.

This report has described the importance and complexity of the influence of parents and the total home environment on grade eight students. A truly excellent guidance program would need to take account of this fact. The problems of language barriers and busy, overworked parents would have to be dealt with, and it would be essential that the program not create serious conflict for the students but would provide guidance, assistance and information while at the same time blending with and complementing home environments which differ widely in terms of ethnicity, values, socio-economic status and family structure.

Guidance Materials

Some of the guidance materials (published by the Toronto Board of Education and the Ontario Ministry of Education) are not well distributed or explained to the students and their parents. Only a few materials are printed in several languages and some have cartoons and pictures which are sex-role stereotyped. Some of the sociology students felt that the materials could be made more interesting and could contain more up-to-date information on post secondary options. The booklet A Time to Choose is printed in several languages and is distributed most widely. The materials which deal with post secondary options have the least amount of distribution.

Cultural Activities

Cultural activities are a part of both the home and school environments of grade eight students. It was found that Group A students (those planning to go to university), because of their richer home environments, are more likely to be involved with various cultural activities than Groups B and C. Those Groups B and C students who have experienced the activities are more likely than Group A students to become involved at "school only".

This is one way in which schools can enrich the lives of less-advantaged children (e.g., the performing arts) but it does not guarantee that more would then plan to go to university and college. In fact, the students themselves did not consider "cultural activities" to be a strong influence on their post secondary plans. If cultural activities do influence the students, the influence must be subtle and imperceptible.

The most outstanding differences were in the area of music.

Media

The media are not now widely used to supply students with information about post secondary options; however, nearly all the students felt it would be a good idea, particularly through the medium of television.

Groups B and C students who are least knowledgeable about post secondary options also are most likely to watch television.

Male/Female Roles

The students felt that the concept of "different sex roles" had almost no influence on their planning for the future and, in one way, it is very true. Just as many girls as boys planned to go to university. The students declared that the sexes are equal, should get equal pay for equal work, should think of similar things when planning for the future and, if possible, should both go to university.

But when asked to name the most suitable jobs for each sex, their responses were traditional and sex-role stereotyped. They are also beginning to opt for those roles themselves, as is shown by their selection of optional grade nine courses.

The sociology students felt that these roles are being reinforced in both the home and the school environments of the children.

Principals

Principals and vice-principals have very little influence on students as they plan their futures; that is, from the students' point of view.

CONCLUSION

In concluding this report, several references will be made to a recent research report funded under contract by the Ontario Ministry of Colleges and Universities entitled: The Pursuit of Equality: Evaluating and Monitoring Accessibility to Post Secondary Education in Ontario written by Anisef, Okihiro and James, as some points they make are useful when considering various measures which might be taken related to the findings of this study.

First, the authors state that "a review of social science literature reveals that an extraordinary number of variables and constraints are associated with achieving equality of educational opportunity." They categorize them as follows:

> (1) One set of variables embraces the non-scholastic, physical ones, the material circumstances. Here, we are dealing with the economic resources available to the student's family, the cost required for tuition, the geographical distance from a school, and the transportation available.
>
> (2) Another set includes the physical facilities of the school, such as the quality of its plant in general, laboratories, library, textbooks, etc.
>
> (3) A third set of variables has to do with certain psychological aspects of the home environment, such as the level of the parents' aspirations and expectations with regard to the schooling of their children, their general attitude towards learning at home, and the amount of independence training, language training, and so on provided there.
>
> (4) A fourth set describes the psychological aspects of the school environment in terms of teacher competence, teacher attitudes towards

> different categories of students, teacher expectations with regard to student performance, and student motivation.
>
> (5) A fifth set of variables describes pedagogical conditions such as, for example, how much time is allotted in the curriculum to a subject or a topic, how much time the teacher devotes to that topic, and how much homework he/she assigns to it.
>
> (6) A final set of variables describes the social-stratification influences on value orientations of families and children, educational and occupational aspirations, cognitive traits, and student motivation and achievement. Included in this set are regional stratification, gender stratification, ethnic and racial stratification, and social class stratification.
>
> (Anisef, Okihiro and James, 1982, p.8)

These are listed here to emphasize that while the study has in many ways touched on the variables in all six categories, it is, in reality, a serious investigation on the final set only. Additional research would be required to address the variables in the first five categories.

Secondly, the authors of that report make an illuminating distinction between "equality of educational opportunity" and "equality of results" and describe how these two concepts relate to the above six categories of variables and consequently lead to different types of reforms:

> All societies endorsing liberal and democratic philosophies stress the overriding importance of providing wide opportunities for improvement and betterment. Where education is concerned, this philosophical belief is tied to the notion that all young people should be provided with opportunities that are consistent with their abilities.

Moreover, socio-economic origins, locality, sex, or cultural roots should not affect the provision of opportunities. Social scientists have employed the phrase "equality of educational opportunity" in describing this generalized belief.

The notion of equality of opportunity became prominent as society evolved to the post-industrial phase. The concept was equated with equality of exposure to a given curriculum and a free education for all children up to a certain age. It was up to the child and family to take advantage of abundantly available opportunities. The child and not the educational system was to blame if failure occurred.

With systematic social science research after 1960 came recognition that the real problem was how to bring about more equality of academic performance. Exposure was not enough. Schools were seen as responsible for equalizing educational results. Thus, the effects of schools in producing comparable cognitive and achievement performance became the focus of equal educational opportunity.

Ideological beliefs reflect variations in the ways individuals think of achieving "equality of educational opportunity". In fact, this phrase conjures up images of variables not unlike those described in (1) and (2) of the previous section (e.g., financial accessibility, physical presence of facilities, etc.) The contrast between "equality of opportunity" and "equality of results" evokes distinct images as well. We suggest, for example, that the former elicits a "passive" and the latter an "active" dimension. Thus, one group argues that individuals with appropriate potential need to take advantage of existing, widespread opportunities. On the other hand, those who are aware of and accept the significant impact of variables described in (3), (4) and (6) of the previous section will present arguments for more far-reaching reforms. The severest critics see education as consistently influenced by economic and political variables. Education is not seen as susceptible to basic restructuring or reform. They argue that meaningful increases in equality of opportunity or accessibility to post-secondary education will only result from a redistribution of income (Bowles and

> Gentis, 1976). As it stands now, they argue that schools are great sorters and not equalizers; they reinforce inequality through streaming and frequently increase inequalities to the point of students dropping out of school.
>
> The less radical camp does not necessarily reject an "opportunity" model. It desires instead to improve the fairness of the contest. To do this, remedial or compensatory education programs are recommended. Proponents of this "equality of results" school argue that structural inequalities are experienced early in life, and only early intervention can significantly reduce inequality in initial opportunities.
>
> Persons who endorse either of the above-stated positions are themselves frequently criticized, if not condemned. Among their critics,those who conceive of education as a training ground for occupations anticipate that inefficiency, loss of freedom, and perils to academic excellence will result from the implementation of reforms focusing on early intervention.
>
> The ideologically distinct beliefs described above are positions on a continuum in the current debate on equality of educational opportunity. It is safe to predict that heated discussions will continue to be waged.
>
> (Anisef, Okihiro and James, 1982, pp. 1 - 9)

By studying a subset of the total array of variables, it has been determined that an "equality of results" condition does not exist in the Toronto Board of Education. It has been shown that even at the grade eight level, substantial differences exist which relate to such characteristics as socio-economic status, cultural/ethnic background and sex. However, this investigation was not extensive enough to judge whether these unequal results are related to unequal opportunities within the Toronto Board, or whether unequal opportunities even exist within the Toronto Board. And, further, a follow-up, longitudinal study would be required to ascertain whether the inequalities are alleviated or become more severe through the high school years.

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APPENDIX A

LISTING OF INNER-CITY SCHOOLS *

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* Bates, J., & Rutledge, D.G. Report to the chairperson of the Inner City Committee re: Inner City Criteria Review. Toronto: The Board of Education for the City of Toronto, 1981.

Alphabetical Listing of Inner-City Schools

1981

Class IA

- Duke of York
- Lord Dufferin
- Market Lane
- Niagara
- Park
- Regent Park
- Rose Avenue
- Ryerson
- Sprucecourt

Class IB

- Alexander Muir
- Davenport
- Dundas
- Kensington
- King Edward
- Orde
- Shaw
- Winchester

Class II

- Blake
- Brock
- Bruce
- Charles G. Fraser
- Christie
- Church
- Clinton
- Dewson
- Dovercourt
- Duke of Connaught
- Earlscourt
- Givins
- Gladstone
- Grace
- Hughes
- Lord Lansdowne
- Montrose
- Morse
- Ogden
- Old Orchard
- Osler
- Ossington
- Parkdale
- Pauline
- Queen Alexandra
- Queen Victoria
- Shirley
- Wilkinson

Class III

- Annette
- Argentina
- Earl Beatty
- Earl Grey
- Earl Haig
- Essex
- Fairmount Park
- Fern
- Frankland
- General Mercer
- Gledhill
- Hillcrest
- Howard
- Huron
- Indian Rd. Cres.
- Jesse Ketchum
- Keele
- Kent
- Leslie
- McMurrich
- Palmerston
- Pape
- Perth
- Regal Road
- Roden
- Runnymede
- Swansea
- Winona
- Withrow
- Woodfield

APPENDIX B

STUDENTS' COUNTRY OF BIRTH
DATA FROM GRADE NINE STUDENT SURVEY *

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* Wright, E.N., & Dhanota, A.S. The grade nine student survey: Fall 1980. Toronto: The Board of Education for the City of Toronto, Research Department, 1981 (#161). See pages 13 - 16.

TABLE 1

PLACE OF BIRTH BY REGION - GRADE 9 STUDENTS
FALL 1980 AND SPRING 1975

Region	1980		1975	
	Number	Percent	Number	Percent
Ontario	4042	57.2	5123	61.8
Other Provinces	336	4.8	358	4.3
Outside Canada[1]	54	0.8	0	0.0
United States & Mexico	100	1.4	60	0.7
South America	229	3.2	163	2.0
Central America	11	0.2	4	0.0
Caribbean Region	355	5.0	381	4.6
Europe	1142	16.2	1699	20.5
Middle East	13	0.2	8	0.1
Far East	343	4.9	247	3.0
South East Asia	258	3.6	9	0.1
Oceania	18	0.3	12	0.1
South Asia	87	1.2	53	0.6
Africa	43	0.6	26	0.3
No Information	34	0.5	140	1.7
TOTAL	7065	100.1*	8283	99.8*

[1] Country Not Specified

NOTE: Regions were defined using the categories found in Information Please Almanac, Atlas & Yearbook, 1979, 33rd Edition, The Viking Press, New York.

* Does not equal 100% because of rounding.

TABLE 2

COUNTRY OR PROVINCE OF BIRTH - GRADE 9 STUDENTS
FALL 1980 AND SPRING 1975

Country	1980		1975	
	Number	Percent	Number	Percent
*Ontario	4042	57.2	5123	61.8
*Quebec	118	1.7	90	1.1
New Brunswick	25	0.4	42	0.5
Nova Scotia	39	0.6	70	0.8
Prince Edward Island	5	0.1	12	0.1
Newfoundland	31	0.4	40	0.5
Manitoba	14	0.2	21	0.3
Saskatchewan	12	0.2	13	0.2
Alberta	21	0.3	41	0.5
British Columbia	31	0.4	29	0.4
Yukon, North West Territories	1	0.0	0	0.0
Canada (No Province Specified)	39	0.6	0	0.0
*United States	97	1.4	58	0.7
Mexico	3	0.0	2	0.0
Outside Canada (Not Specified)	54	0.8	0	0.0
SOUTH AMERICA				
South America (Not Specified)	4	0.1	4	0.0
Argentina	8	0.1	12	0.1
Brazil	14	0.2	19	0.2
Chile	9	0.1	6	0.1
Columbia	16	0.2	0	0.0
*Ecuador	79	1.1	37	0.4
*Guyana	81	1.1	64	0.8
Peru	10	0.1	0	0.1
Uruguay	4	0.1	2	0.0
Venezuela	4	0.1	19	0.2
CENTRAL AMERICA				
El Salvador	1	0.0	0	0.0
Guatemala	9	0.1	2	0.0
Honduras	1	0.0	2	0.0
CARIBBEAN REGION				
Bahamas	1	0.0	0	0.0
Barbados	7	0.1	18	0.2
Cuba	0	0.0	1	0.0
Grenada	4	0.1	9	0.1
*Jamaica	260	3.7	225	2.7
*Trinidad Tobago	64	0.9	105	1.3
Antigua	2	0.0	2	0.0
St. Lucia	1	0.0	15	0.2
St. Kitts	2	0.0		
St. Vincent	11	0.2		
West Indies (Not Specified)	1	0.0	6	0.1
Bermuda	2	0.0	0	0.0
EUROPE				
Europe (Not Specified)	1	0.0	2	0.0
Austria	0	0.0	3	0.0
Belgium	3	0.0	0	0.0

...cont'd

TABLE 2

(continued)

Country	1980		1975	
	Number	Percent	Number	Percent
Bulgaria	2	0.0	0	0.0
Cyprus	6	0.1	11	0.1
Czechoslovakia	8	0.1	10	0.1
Denmark	1	0.0	0	0.0
Finland	3	0.0	0	0.0
France	16	0.2	16	0.2
Germany West	35	0.5	18	0.2
*Greece	78	1.1	128	1.5
Hungary	4	0.1	5	0.1
Ireland	7	0.1	11	0.1
*Italy	135	1.9	505	6.1
Luxembourg	1	0.0	0	0.0
*Malta	3	0.0	25	0.3
Netherlands	1	0.0	6	0.1
*Poland	17	0.2	57	0.7
*Portugal	653	9.2	679	8.2
Romania	1	0.0	1	0.0
San Marino	1	0.0	0	0.0
Spain	10	0.1	4	0.0
Sweden	1	0.0	9	0.1
Switzerland	8	0.1	5	0.1
USSR	9	0.1	6	0.1
England	115	1.6	147	1.7
*Yugoslavia	23	0.3	51	0.6
MIDDLE EAST				
Iran	2	0.0	0	0.0
Israel	4	0.1	1	0.0
Jordan	0	0.0	1	0.0
Kuwait	2	0.0	0	0.0
Lebanon	2	0.0	0	0.0
Syria	0	0.0	1	0.0
Turkey	3	0.0	5	0.1
FAR EAST				
*China	62	0.9	0	0.0
Taiwan	17	0.2	9	0.1
Japan	5	0.1	3	0.0
Korea or South Korea	26	0.4	19	0.2
*Philippines	60	0.8	28	0.3
Hong Kong	172	2.4	188	2.3
Macao	1	0.0	0	0.0
SOUTH EAST ASIA				
Cambodia	10	0.1	0	0.0
Indonesia	2	0.0	2	0.0
*Laos	34	0.5	0	0.0
Malaysia	2	0.0	6	0.1
Singapore	2	0.0	0	0.0
*Vietnam	208	2.9	1	0.0

...cont'd

TABLE 2

(continued)

Country	1980		1975	
	Number	Percent	Number	Percent
OCEANIA				
Australia	14	0.2	9	0.1
Fiji	2	0.0	2	0.0
New Zealand	1	0.0	1	0.0
Solomon Islands	1	0.0	0	0.0
SOUTH ASIA				
Bangladesh	1	0.0	0	0.0
Burma	7	0.1	2	0.0
*India	71	1.0	42	0.5
Pakistan	7	0.1	9	0.1
Sri Lanka [a]	1	0.0		
AFRICA				
Africa (Not Specified)	9	0.1	6	0.1
Angola	4	0.1	0	0.0
Egypt	3	0.0	1	0.0
Ghana	2	0.0	0	0.0
Kenya	3	0.0	5	0.1
Mauritius	2	0.0	0	0.0
Morocco	0	0.0	2	0.0
Mozambique	2	0.0	0	0.0
Nigeria	1	0.0	0	0.0
Rhodesia	0	0.0	1	0.0
South Africa	8	0.1	3	0.0
Swaziland	1	0.0	0	0.0
Tanzania	5	0.1	8	0.1
Uganda	2	0.0	0	0.0
East Africa	1	0.0	0	0.0
No Information	34	0.5	140	1.7
TOTAL	7065	99.0 **	8283	99.3 **

NOTE: Regions were defined using the categories found in Information Please Almanac, Atlas & Yearbook, 1979, 33rd Edition, The Viking Press, New York.

* Country with a change equal to .3% of the total or more.

** Does not equal 100% because of rounding.

[a] In 1975 Sri Lanka was coded with India.

APPENDIX C

LETTER AND CONSENT FORM SENT TO PARENTS FOR STAGE ONE

November 23, 1981

Dear Parent/Guardian:

My students and I, at the University of Toronto, are currently conducting a study in co-operation with the Research Department of the Toronto Board of Education. This study will attempt to explain how students decide whether or not to go to university.

We will be observing classrooms, as well as interviewing some students and their parents. With the approval of the school principal and the teacher, the students will be interviewed during class time for about 45 minutes. We think that it is important to have the parents' point of view and would therefore appreciate the opportunity to speak with you in your home for a short while at a mutually convenient time.

We assure you that all responses will be kept strictly confidential. Your co-operation in this study will help us determine the educational needs of your children.

Please enclose the signed consent form in the envelope which we have provided, and mail it back to us as soon as possible.

The pink form is for your own information. Please keep it.

If you have any further questions, please contact Dr. Sylvia Larter, Research Department at the Toronto Board of Education (598-4931, Ext. 396).

Thank you.

Yours sincerely,

Professor M. Bodemann
Sociology Department
University of Toronto

CONSENT FORM

I hereby agree to participate with ______________________ in
(child's name)

______________________ in the research study on why students
(school's name)

go to university which is being conducted by the University of Toronto and the Toronto Board of Education.

I understand that all information will be kept strictly confidential.

My telephone number is:

____

My address is:

____

____

____

Check when you would like to be interviewed:

morning ____
afternoon ____
evening ____

Signature ______________________
(Parent or Legal Guardian)

Date ______________________

APPENDIX D

QUESTIONS USED AS A GUIDELINE IN STAGE ONE UNSTRUCTURED INTERVIEWS

QUESTIONS USED AS A GUIDELINE IN STAGE ONE UNSTRUCTURED INTERVIEWS

A. General Information

1. Name
2. Age
3. Sex
4. Place of Birth
5. With whom do you live?
6. Where do you live? What type of housing? (apartment, townhouse, backsplit, etc.)
7. To what ethnic group do you belong? What about your friends? Are you involved with an ethnic organization?
8. What language(s) do you speak? At home? With your brothers and sisters? With your relatives? With your friends?
9. How many people are in your family? Sisters? Brothers? Grandparents? Others?
10. What is your parent's occupation? Parents' occupations?

B. Interests and Hobbies

1. What are your interests and hobbies?
2. What kind of books do you read? How frequently?
3. What type of shows do you see? How frequently?
4. If you could be anyone in the world, who would it be? Why?
5. If you had the day off today, what would you be doing?
6. Do you have a part-time job? How many hours a week? How often a week?
7. Do you have household duties? (washing dishes, dusting, laundry, etc.)
8. Do you share your interests with your friends?

C. School

1. What subjects do you like? Dislike?

2. How do you feel about your marks? What about your parents? Your friends?

3. Does anyone help you with your homework? Does anyone check or monitor your homework to make sure that it is done?

4. Have you thought about which high school you'd like to attend? What program of study do you plan to take?

5. Are your friends attending the same school now? Do they plan to attend the same high school? What about your brothers, sisters, cousins?

6. Who is making the decision about high school next year? You? Your parents? A teacher? A guidance counsellor? If it is not your decision, are you bothered?

7. What courses (and at what level) are you planning to take?

8. How do you feel about the subjects you are learning? The type of books you are using?

D. Post Secondary

1. What do you plan to do after you leave high school?

2. How did you get the idea? (books, T.V., paper, teachers, parents, friends, etc.)

3. Do you think it is helpful to discuss the future with your parents? Friends? Teachers? Guidance cousellors? Brothers and sisters? Others? Why or why not?

4. Do you think it is a good idea to plan ahead? Why or why not?

5. If you plan to work after you leave school, does someone you know do that kind of work? Do you know if there are a lot of jobs in that field? Do you know how much money you'll make? Do you know what kind of training you'll need? Do your parents agree?

6. If you plan on a post secondary education, do you think everyone should go to university or college? Does education make it easier to get jobs? Does education mean that you'll make more money? Is an education personally satisfying?

7. Have you looked into the requirements of your career? What are they? Can you meet them without staying in school?

8. Do you know what university or college is like? If not, who could you ask?

E. Family Life

1. How many older siblings do you have? Younger?
2. If siblings are older, what do they do? Would you say that they set the example for you? How?
3. If siblings are younger, do you set the example for them? How? Do you look after them? How?
4. Did your parents ever go to university or college?
5. Did you know anyone who has gone to university or college?
6. Do your parents, friends, brothers, sisters, grandparents, etc. advise you? Who makes the final decisions?

APPENDIX E

SURVEY QUESTIONNAIRE USED IN STAGE TWO

RESEARCH QUESTIONNAIRE
FOR
GRADE EIGHT STUDENTS
IN
TORONTO SCHOOLS

The Toronto Board of Education wants to know more about how grade eight students make plans for the future. In order to find this out, all grade eight students are being asked to complete this questionnaire and some are being personally interviewed.

Please answer all the questions as honestly as you can.

All information will be kept strictly confidential.

____
(your name)

___ ___ ___ ___ ___ ___
(1) (6)
(your I.D. number)

For Office Use Only

___ ___ ___
___ ___ ___

1. At what level do you plan to take most of your grade nine courses next year? (Circle your answer)

   1 2 3 4 5 6 none

(15)

2. What are most of your grades or marks this year?

   Mostly 75% and over (A's and B's) ...1
   Mostly 66% - 74% (B's and C's) 2
   Mostly 60% - 65% (C's and D's) 3
   Mostly 50% - 59% (D's and E's) 4
   Mostly under 50% (E's) 5

(16)

3. Do you think you have the ability to complete university?

   Yes, definitely 1
   Yes, probably 2
   Not sure either way 3
   Probably not 4
   No 5

___

4. Do you plan to go to university?

   Yes, definitely 1
   Yes, probably 2
   Not sure either way 3
   Probably not 4
   No 5

___

5.

a) What is the job or occupation of the main wage-earner in your home?

____

(17)

b) Give a short description of the job. ______________

____

c) Is the main wage-earner male or female? ______________

___ (19)

6. In what country were you born?

____

___ ___ (22)

For Office Use Only

7. What language(s) did you learn to speak first?

______________________________ __ __

______________________________ __ (26)

8. To what cultural or ethnic group do you belong? (for example; Jewish, Native Indian, Chinese, French)

______________________________ __ (28)

9. What is the name of the secondary school you plan to attend next year?

______________________________ __ __ (31)

10. There are many different things which people feel are important in life. In the envelope there are stick-on labels which name nine of these things.

Spread the labels on your desk and decide which thing is most important in your life, 2nd most important, 3rd most important, 4th most important, etc.

When you have decided for all nine things, stick the labels in the right order on the spaces on the next page.

When you have finished, put the questionnaire in the brown envelope and give it to your teacher.

Thank you for your co-operation

FREEDOM

HEALTH

LOVE

MONEY

EDUCATION

FAMILY

PLEASURE

JOB

HAPPINESS

	For Office Use Only
This is most important in my life	(32)
This is 2nd	—
This is 3rd	—
This is 4th	—
This is 5th	—
This is 6th	—
This is 7th	—
This is 8th	—
This is 9th	(40)

APPENDIX F

INTERVIEW SCHEDULE
USED IN STAGE THREE

RESEARCH STUDY

ON

POST SECONDARY PLANS

In-Depth Interview
Questionnaire
For
Grade Eight
Students

....

____
(student's name)

__ __ __ __ __ __
(student's I.D. number)

__ __
(student's age)

_____ 9
(student's classification)

PART A

INTRODUCTORY QUESTIONS

The research technician will take the student to a private, comfortable area for the interview and, after introductions, will begin the interview by describing the purpose of the research study and by reminding the student of the previous questionnaire which s/he and all other grade eight students completed earlier in the year.

The technician will first discuss the answers the student gave to questions 2, 3 and 4 on the previous questionnaire to discover whether the student understood the questions and to determine whether s/he still agrees with the answers previously given. Particular attention should be paid to the meaning of the word "ability"; that is, did the student take it to mean "intellectual ability?"

1. THE TECHNICIAN SHOULD THEN DECIDE WHETHER THE STUDENT HAS BEEN PROPERLY CLASSIFIED:

Student is properly classified _____

Student should be classified as _____ (__)10

2. IF A STUDENT DOES NOT PLAN TO GO TO UNIVERSITY, ASK:

What do you plan to do when you leave high school?

______________________________ (__ __ __)

3.

(a) IS IT IMPORTANT FOR YOU TO MAKE SUCH PLANS AT THIS TIME IN YOUR LIFE?

YES	NO	DK
1	2	3

(__)

(b) ELABORATE ON YOUR ANSWER.

______________________________ (__ __)

______________________________ (__ __)18

____

4. THINK ABOUT THE WAYS YOU MAKE SUCH PLANS. THINK ABOUT ALL THE PEOPLE YOU TALK TO, ALL THE THINGS YOU EXPERIENCE AND ALL THE MATERIALS YOU READ, ETC. SOME OF THESE WAYS ARE WRITTEN ON THIS CARD. WHAT ARE THE FOUR MOST IMPORTANT WAYS YOU HAVE MADE SUCH PLANS? TELL ME THE MOST IMPORTANT FIRST.

Friends __
Parent(s)/Guardian(s) __
Guidance Counsellor __
Guidance Materials __
Brothers/Sisters __
Principal __
Teacher(s) __
Cultural Activities __
Male/Female Roles __
Money __
Marks/Ability __
Media __
Personal Hobby/Interest __

(__ __)
(__ __)
(__ __)
(__ __)

5. IS THERE SOME OTHER WAY IN WHICH YOU MADE YOUR PLANS WHICH WAS NOT LISTED ON THE CARDS? IF SO, WHAT? (__ __)28

____

PART B

PERSONAL HOBBIES/INTERESTS

1. LIST YOUR HOBBIES AND PERSONAL INTERESTS.

________________________________ (__ __)30

________________________________ (__ __)

________________________________ (__ __)

________________________________ (__ __)

________________________________ (__ __)

2.

(a) DO YOUR HOBBIES AND PERSONAL INTERESTS HAVE ANY CONNECTION WITH YOUR POST SECONDARY PLANS?

YES	NO	DK
1	2	3

(__)39

(b) ELABORATE ON YOUR ANSWER.

________________________________ (__ __)

________________________________ (__ __)

________________________________ (__ __)

________________________________ (__ __)47

PART C

GUIDANCE COUNSELLOR

1. WHAT IS A GUIDANCE COUNSELLOR?

________________________________ (__ __)48

________________________________ (__ __)

________________________________ (__ __)

2.

(a) IS THERE A GUIDANCE COUNSELLOR IN YOUR SCHOOL?

YES	NO	DK
1	2	3

(__)

(b) IF YES TO (a), IN THE PAST YEAR, HAVE YOU DISCUSSED YOUR POST SECONDARY PLANS WITH THE COUNSELLOR?

YES	NO	DK
1	2	3

(__)

(c) ELABORATE ON YOUR ANSWER TO (b)

________________________________ (__ __)

________________________________ (__ __)

________________________________ (__ __)61

(d) IF NO TO (a) OR (b), WOULD IT BE HELPFUL FOR YOU TO DISCUSS YOUR POST SECONDARY PLANS WITH A GUIDANCE COUNSELLOR?

YES	NO	DK
1	2	3

(__)

3.

(a) IF YES TO 2(a), HAS THE GUIDANCE COUNSELLOR HAD ANY INFLUENCE ON YOUR POST SECONDARY PLANS?

YES	NO	DK
1	2	3

(__)

(b) ELABORATE ON YOUR ANSWER TO 3(a)

________________________________ (__ __)

________________________________ (__ __)

4.

(a) IF YES TO 2(a) HAVE YOUR PARENTS DISCUSSED YOUR POST SECONDARY PLANS WITH THE GUIDANCE COUNSELLOR?

YES	NO	DK
1	2	3

(__)

(b) ELABORATE ON YOUR ANSWER TO 4(a)

________________________________ (__ __)

________________________________ (__ __)

________________________________ (__ __)74

(__ __ __ __ __ __)6

PART D

GUIDANCE MATERIALS

1. WHICH OF THE FOLLOWING GUIDANCE MATERIALS HAVE YOU AND YOUR PARENT(S)/GUARDIAN(S) SEEN?

		Student	Parent/ Guardian	
A Time to Choose		____	____	(__)
Educational Awareness and Planning	Unit 1	____	____	(__)
	Unit 2	____	____	(__)
	Unit 3	____	____	(__)
	Unit 4	____	____	(__)
Where Do I Go From Here?		____	____	(__)
After Eight Programs		____	____	(__)
Slide/A Time to Choose		____	____	(__)
Information Sheets About Schools		____	____	(__)
SCIS Career Service		____	____	(__)16

2. ARE THERE OTHER GUIDANCE MATERIALS WHICH YOU/PARENTS/GUARDIANS HAVE SEEN?

________________________________ (__ __)

________________________________ (__ __)

________________________________ (__ __)

3.

(a) DO YOU UNDERSTAND THE MATERIALS?

YES	NO	DK	
1	2	3	(__)23

(b) ELABORATE ON YOUR ANSWER.

________________________________ (__ __)

________________________________ (__ __)

________________________________ (__ __)

4.

(a) DO YOUR PARENTS UNDERSTAND THE MATERIALS?

YES	NO	DK	
1	2	3	(__)30

(b) ELABORATE ON YOUR ANSWER.

________________________________ (__ __)

________________________________ (__ __)

________________________________ (__ __)36

5.

(a) DO THE MATERIALS HELP YOU WITH YOUR POST SECONDARY PLANS?

YES	NO	DK	
1	2	3	(__)37

(b) ELABORATE ON YOUR ANSWER.

________________________________ (__ __)

________________________________ (__ __)

________________________________ (__ __)

6.

(a) DID THE MATERIALS HELP YOU IN DECIDING ABOUT HIGH SCHOOL (LEVELS AND COURSES)?

YES	NO	DK	
1	2	3	(__)

(b) ELABORATE ON YOUR ANSWER.

________________________________ (__ __)

________________________________ (__ __)

________________________________ (__ __)50

PART E

MALE/FEMALE ROLES

1.

(a) WHAT SHOULD BOYS THINK OF WHEN MAKING POST SECONDARY PLANS?

______________________________ (__ __)52

______________________________ (__ __)

(b) WHAT SHOULD GIRLS THINK OF WHEN MAKING POST SECONDARY PLANS?

______________________________ (__ __)

______________________________ (__ __)

2. WHAT OPTIONAL COURSES HAVE YOU SELECTED FOR GRADE NINE?

____________________ (__ __ __)

____________________ (__ __ __)

____________________ (__ __ __)

3.

(a) SHOULD MEN EARN MORE MONEY THAN WOMEN FOR THE SAME WORK?

YES	NO	DK
1	2	3

(__)

(b) ELABORATE ON YOUR ANSWER.

______________________________ (__ __)

______________________________ (__ __)72

2
80

(__ __ __ __ __ __)6

4. WHAT KINDS OF JOBS ARE MOST SUITABLE FOR MEN?

____________________ (__ __ __)

____________________ (__ __ __)

____________________ (__ __ __)15

5. WHAT KINDS OF JOBS ARE MOST SUITABLE FOR WOMEN?

____________________ (__ __ __)

____________________ (__ __ __)

____________________ (__ __ __)

6.

(a) IS IT MORE IMPORTANT FOR A BOY TO GO TO UNIVERSITY THAN A GIRL?

YES	NO	DK
1	2	3

(__)25

(b) ELABORATE ON YOUR ANSWER.

______________________________ (   )

PART F

MONEY

1.

(a) IF YOU WON A LOT OF MONEY, SUCH AS ONE MILLION DOLLARS, WHAT WOULD YOU DO WITH IT?

______________________________ (__ __)31

______________________________ (__ __)

______________________________ (__ __)

(b) WOULD YOU SPEND SOME OF IT TO GET A GOOD POST SECONDARY EDUCATION?

YES	NO	DK
1	2	3

(__)36

2.

(a) IS A COLLEGE OR UNIVERSITY EDUCATION WORTH THE TIME AND MONEY IT COSTS?

YES	NO	DK
1	2	3

(__)

(b) ELABORATE ON YOUR ANSWER.

______________________________ (__ __)

______________________________ (__ __)

______________________________ (__ __)

3. DO YOU THINK IT IS NECESSARY FOR FAMILIES TO HAVE A LOT OF MONEY IN ORDER THAT THEIR CHILDREN MAY GO TO COLLEGE OR UNIVERSITY?

YES	NO	DK
1	2	3

(__)

4.

(a) WILL YOU NEED FINANCIAL HELP IN ORDER TO ACCOMPLISH YOUR POST SECONDARY PLANS?

YES	NO	DK
1	2	3

(__)

(b) IF YES, CAN YOUR FAMILY PROVIDE THE HELP?

YES	NO	DK
1	2	3

(__)40

PART G

CULTURAL ACTIVITIES

1. WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU EXPERIENCED AS PART OF YOUR SCHOOL ACTIVITIES AND AS PART OF YOUR OUT OF SCHOOL ACTIVITIES?

	School	Out Of School	
Ballet	___	___	(__)47
Symphony/Classical music	___	___	(__)
Art Gallery	___	___	(__)
Opera	___	___	(__)
Museum	___	___	(__)
Zoo	___	___	(__)
Live theatre	___	___	(__)
Planetarium	___	___	(__)
Science Centre	___	___	(__)
Public Library	___	___	(__)
Chess	___	___	(__)
Scrabble	___	___	(__)
Stamp/Coin collections	___	___	(__)
Drama lessons	___	___	(__)
Art lessons	___	___	(__)
Music lessons	___	___	(__)62

PART H

TEACHERS

1.

(a) HAVE YOU TALKED TO YOUR TEACHER(S) ABOUT YOUR POST SECONDARY PLANS?

YES	NO	DK	
1	2	3	(__)63

(b) ELABORATE ON YOUR ANSWER.

___________________________________ (__ __)

___________________________________ (__ __)

___________________________________ (__ __)

2.

(a) IF NO TO 1(a), WOULD YOU FIND IT HELPFUL TO DISCUSS YOUR POST SECONDARY PLANS WITH YOUR TEACHER(S)?

YES	NO	DK	
1	2	3	(__)70

3
60
(__ __ __ __ __ __)6

(b) ELABORATE ON YOUR ANSWER.

_________________________ (__ __)

_________________________ (__ __)

_________________________ (__ __)

3.

(a) HAVE YOUR PARENTS TALKED TO YOUR TEACHER(S) ABOUT YOUR POST SECONDARY PLANS?

YES	NO	DK	
1	2	3	(__)13

(b) ELABORATE ON YOUR ANSWER.

___________________________________ (__ __)

___________________________________ (__ __)

___________________________________ (__ __)

4.

(a) DOES/DO YOUR TEACHER(S) HAVE ANY INFLUENCE ON YOU WITH RESPECT TO YOUR POST SECONDARY PLANS?

YES	NO	DK	
1	2	3	(__)20

(b) ELABORATE ON YOUR ANSWER.

___________________________________ (__ __)

___________________________________ (__ __)

___________________________________ (__ __)26

PART 1

BROTHERS/SISTERS

1.

(a) HOW MANY OLDER BROTHERS AND SISTERS DO YOU HAVE?

______________________ (__ __)28

(b) HOW MANY YOUNGER BROTHERS AND SISTERS DO YOU HAVE?

______________________ (__ __)

2.

(a) DO YOU TALK WITH YOUR BROTHERS AND SISTERS ABOUT YOUR POST SECONDARY PLANS?

YES	NO	DK
1	2	3

(__)

(b) IF YES TO (a), HAVE THEY MADE SUGGESTIONS TO YOU ABOUT YOUR PLANS?

YES	NO	DK
1	2	3

(__)32

(c) IF YES TO (b), ELABORATE.

______________________________________ (__ __)

______________________________________ (__ __)

______________________________________ (__ __)

(d) IF YES TO (b), DO YOU LISTEN AND PAY ATTENTION TO WHAT THEY SAY ABOUT YOUR POST SECONDARY PLANS?

YES	NO	DK
1	2	3

(__)

4.

(a) HAVE ANY OF YOUR OLDER BROTHERS OR SISTERS BEEN TO COLLEGE OR UNIVERSITY OR PLAN TO GO?

YES	NO	DK
1	2	3

(__)40

(b) ELABORATE ON YOUR ANSWER.

______________________________________ (__ __)

______________________________________ (__ __)

______________________________________ (__ __)46

PART 2

PRINCIPAL

1.

(a) IN THE PAST YEAR, HAVE YOU DISCUSSED YOUR POST SECONDARY PLANS WITH YOUR PRINCIPAL?

YES	NO	DK
1	2	3

(__)47

(b) ELABORATE ON YOUR ANSWER.

______________________________________ (__ __)

______________________________________ (__ __)

______________________________________ (__ __)

2.

(a) IN THE PAST YEAR, HAVE YOU DISCUSSED YOUR POST SECONDARY PLANS WITH YOUR VICE-PRINCIPAL?

YES	NO	DK	N.A.
1	2	3	4

(__)54

(b) ELABORATE ON YOUR ANSWER.

______________________________________ (__ __)

______________________________________ (__ __)

______________________________________ (__ __)

3. IF NO TO 1a and 2a, WOULD YOU FIND IT HELPFUL TO TALK TO THE PRINCIPAL OR VICE-PRINCIPAL ABOUT YOUR POST SECONDARY PLANS?

YES	NO	DK
1	2	3

(__)

4.

(a) HAVE YOUR PARENTS DISCUSSED YOUR POST SECONDARY PLANS WITH THE PRINCIPAL OR VICE-PRINCIPAL?

YES	NO	DK
1	2	3

(__)

(b) ELABORATE ON YOUR ANSWER.

______________________________________ (__ __)

______________________________________ (__ __)

4
80

(___ ___ ___ ___ ___ ___)6

PART K

FRIENDS

1. HOW MANY CLOSE FRIENDS OF THE SAME AGE DO YOU HAVE?

______________________ (___ ___)

2. HOW MANY OF THESE CLOSE FRIENDS ARE GOING TO THIS SCHOOL?

______________________ (___ ___)

3. HOW MANY OF THESE CLOSE FRIENDS ARE GOING TO THE SAME HIGH SCHOOL AS YOU?

______________________ (___ ___)

4. HOW MANY OF THESE CLOSE FRIENDS HAVE POST SECONDARY PLANS WHICH ARE VERY SIMILAR TO YOURS?

______________________ (___ ___)

5.

(a) DO YOU DISCUSS YOUR POST SECONDARY PLANS WITH THESE CLOSE FRIENDS?

YES	NO	DK
1	2	3

(___)15

(b) IF YES TO (a), HAVE THEY GIVEN YOU IDEAS ABOUT YOUR PLANS?

YES	NO	DK
1	2	3

(___)

(c) IF YES TO (b), ELABORATE.

______________________________________ (___ ___)

______________________________________ (___ ___)

______________________________________ (___ ___)

(d) IF YES TO (b), DO YOU LISTEN AND PAY ATTENTION TO THEIR SUGGESTIONS?

YES	NO	DK
1	2	3

(___)23

PART L

PARENTS/GUARDIANS

1.

(a) IN THE PAST YEAR, HAVE YOU TAKEN A VACATION WITH YOUR PARENT(S)/GUARDIAN(S)?

YES	NO
1	2

(___)24

(b) IF YES, WHERE DID YOU GO?

______________________________________ (___ ___ ___)

2. IN THE PAST YEAR, WHAT WERE THE THREE THINGS YOU MOST OFTEN DID WITH YOUR PARENT(S)/GUARDIAN(S)?

______________________________________ (___ ___)

______________________________________ (___ ___)

______________________________________ (___ ___)33

3. IN THE PAST YEAR, WHAT WERE THE THREE THINGS YOU MOST OFTEN TALKED ABOUT WITH YOUR PARENT(S)/GUARDIAN(S)?

______________________________________ (___ ___)

______________________________________ (___ ___)

______________________________________ (___ ___)

4. IN THE PAST YEAR, WHAT WERE THE THREE THINGS YOUR PARENTS(S)/GUARDIAN(S) MOST ENCOURAGED YOU TO DO?

______________________________________ (___ ___)

______________________________________ (___ ___)

______________________________________ (___ ___)

5. IN THE PAST YEAR, HAVE YOU DISCUSSED YOUR POST SECONDARY PLANS WITH YOUR PARENT(S)/GUARDIAN(S)?

YES	NO	DK
1	2	3

(___)40

6.

(a) DO YOUR PARENT(S)/GUARDIAN(S) AGREE OR DISAGREE WITH YOUR POST SECONDARY PLANS?

AGREE	DISAGREE	DK
1	2	3

(___)

(b) ELABORATE ON YOUR ANSWER.

______________________________________ (___ ___)

______________________________________ (___ ___)

______________________________________ (___ ___)53

7. DO YOUR PARENT(S)/GUARDIAN(S) UNDERSTAND WHAT IS INVOLVED FOR YOU TO REALIZE YOUR POST SECONDARY PLANS? (e.g. money, institution, etc.)

YES	NO	DK
1	2	3

(___)54

8.

(a) DO YOUR PARENT(S)/GUARDIAN(S) HAVE A STRONG OR WEAK INFLUENCE ON YOUR POST SECONDARY PLANS?

STRONG	MEDIUM	WEAK	DK
1	2	3	4

(___)

(b) ELABORATE ON YOUR ANSWER.

____ (___ ___)57

____ (___ ___)

____ (___ ___)

____ (___ ___)

9. WITH WHOM DO YOU LIVE?

Both parents/stepparents	_____
Mother only	_____
Father only	_____
Guardian	_____

(___)64

10. THE RESEARCH TECHNICIAN SHOULD REFER TO QUESTION #5 ON THE PREVIOUS QUESTIONNAIRE AND ASK, "IS THERE ANOTHER WAGE EARNER IN YOUR FAMILY?"

YES	NO	DK
1	2	3

(___)

11. HAVE YOUR PARENT(S)/GUARDIAN(S) BEEN TO UNIVERSITY OR COLLEGE?

YES	NO	DK
1	2	3

(___)66

5
80

(___ ___ ___ ___ ___ ___)6

PART M

MEDIA

1. INDICATE THE POST SECONDARY OPTIONS ABOUT WHICH YOU HAVE BECOME INFORMED THROUGH THE FOLLOWING TYPES OF MEDIA.

	T.V.	RADIO	NEWSPAPERS	MAGAZINES	
University	___	___	___	___	(___ ___ ___ ___)
College	___	___	___	___	(___ ___ ___ ___)
Apprenticeships	___	___	___	___	(___ ___ ___ ___)
Armed Forces	___	___	___	___	(___ ___ ___ ___)
Private Vocational Schools	___	___	___	___	(___ ___ ___ ___)
Jobs/Careers	___	___	___	___	(___ ___ ___ ___)30

2. IF YOU HAVE NOTICED SUCH INFORMATION IN THE MEDIA, DID YOU UNDERSTAND IT?

YES	NO	DK	SOMETIMES
1	2	3	4

(___)

3. IF YOU HAVE NOTICED SUCH INFORMATION IN THE MEDIA, HAS IT HELPED YOU MAKE YOUR POST SECONDARY PLANS?

YES	NO	DK
1	2	3

(___

4.

(a) IS IT A GOOD IDEA TO HAVE INFORMATION ABOUT POST SECONDARY OPTIONS IN THE MEDIA FOR STUDENTS?

YES	NO	DK
1	2	3

(___)

(b) IF YES, WHICH TYPE OF MEDIA IS THE BEST?

________________________________ (___)3

PART N

MARKS/ABILITY

The technican will discuss the answers the student gave to questions 2, 3 and 4 on the previous questionnaire, in conjunction with his/her post secondary plans and the importance the student put on "marks/ability" in the ranking exercise. If there seem to be inconsistencies, the technician will probe to discover the reasons behind the inconsistencies and report them below.

____ (__ __)36
____ (__ __)
____ (__ __)
____ (__ __)
____ (__ __)
____ (__ __)46
____
____
____

PART O

KNOWLEDGE ABOUT HIGHSCHOOL AND POST SECONDARY OPTIONS

1. DO SECONDARY SCHOOLS IN TORONTO OFFER THE SAME PROGRAMS?

YES	NO	DK
1	2	3

(__)47

2. AT WHAT LEVEL DO STUDENTS USUALLY TAKE COURSES IN HIGH SCHOOL IF THEY ARE PLANNING TO GO TO UNIVERSITY?

____________________ (__)

3. HOW MANY GRADE THIRTEEN CREDITS DOES A STUDENT REQUIRE TO GAIN ENTRANCE TO AN ONTARIO UNIVERSITY?

____________________ (__ __)

4. HOW MANY CREDITS IN TOTAL ARE REQUIRED TO GRADUATE FROM GRADE THIRTEEN?

____________________ (__ __)

5. WHAT IS THE MINIMUM GRADE THIRTEEN AVERAGE YOU NEED TO GAIN ENTRANCE TO AN ONTARIO UNIVERSITY?

____________________ (__ __)

6. WHAT GRADE MUST A STUDENT COMPLETE IN HIGH SCHOOL IN ORDER TO GO TO A COMMUNITY COLLEGE?

____________________ (__ __)56

7. EXPLAIN THE DIFFERENCE BETWEEN COLLEGE AND UNIVERSITY.

__________________________________ (__ __)
__________________________________ (__ __)
__________________________________ (__ __)

8.

(a) DO YOU KNOW WHAT AN APPRENTICESHIP TRAINING PROGRAM IS?

YES	NO	DK
1	2	3

(__)63

(b) ELABORATE ON YOUR ANSWER.

_____________________________________ (__ __)
_____________________________________ (__ __)
_____________________________________ (__ __)69

$\frac{6}{80}$

(__ __ __ __ __ __)6

(c) DO APPRENTICES EARN MONEY WHILE THEY ARE LEARNING THEIR TRADE?

YES	NO	DK
1	2	3

(__)

9.

(a) IS FINANCIAL AID AVAILABLE FROM SOURCES OTHER THAN A FAMILY FOR STUDENTS WHO PLAN POST SECONDARY EDUCATION?

YES	NO	DK
1	2	3

(__)

(b) IF YES TO (a), LIST THE SOURCES.

______________________________ (__ __)

______________________________ (__ __)

______________________________ (__ __)

______________________________ (__ __)16

10.

(a) WHAT IS OSAP (ONTARIO STUDENT ASSISTANCE PLAN)?

______________________________ (__ __)

______________________________ (__ __)

______________________________ (__ __)

(b) WHO IS ELIGIBLE TO GET OSAP MONEY?

______________________________ (__ __)

______________________________ (__ __)

______________________________ (__ __)28

11.

(a) HOW MUCH IS THE AVERAGE TUITION FEES FOR A SCHOOL YEAR AT AN ONTARIO UNIVERSITY?

____________________ (__ __ __ __ __ __)

(b) HOW MUCH IS THE AVERAGE TUITION FEES FOR A SCHOOL YEAR AT AN ONTARIO COMMUNITY COLLEGE?

____________________ (__ __ __ __ __ __)40

7
80

APPENDIX G

LETTER AND CONSENT FORM
SENT TO PARENTS FOR STAGE THREE

THE BOARD OF EDUCATION FOR THE CITY OF TORONTO
155 College Street, Toronto M5T 1P6, Canada, 598-4931

April 1, 1982

Dear Parent/Guardian:

The Research Department of the Toronto Board of Education is currently conducting a study in co-operation with the University of Toronto. This study will attempt to explain how students decide whether or not to go to university.

We will be interviewing 250 grade eight students selected at random. Your child is one of those who have been randomly selected. With the approval of the school principals and teachers, the students will be interviewed during class time for about 20 minutes.

We assure you that all responses will be kept strictly confidential and would greatly appreciate your permission to interview your child.

Please enclose the signed consent form in the stamped, self-addressed envelope which we have provided, and mail it back to us as soon as possible.

The pink form is for your own information. Please keep it.

If you have any further questions, please contact Dr. Sylvia Larter, Research Department at the Toronto Board of Education (598-4931, ext. 434).

Thank you.

Yours sincerely,

Sylvia Larter
SYLVIA LARTER, Ph. D.,
Research Associate.

Maisy Cheng
MAISY CHENG,
Research Assistant.

SL:hm

Encls.

Edward N. McKeown, Acting Director of Education/Ronald W. Halford, Acting Associate Director of Education
Mitchell Lennox, Superintendent of Professional Services/Donald C. Rutledge, Superintendent of Curriculum & Program
Helen I. Sissons, Superintendent of Personnel/Michael J. Rose, Comptroller of Buildings and Plant/David S. Paton, Comptroller of Finance

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CONSENT FORM

I hereby agree to have ______________________
(child's name)

interviewed during school hours for the research study on why students go to university which is being conducted by the Toronto Board of Education and the University of Toronto.

I understand that all information will be kept strictly confidential.

My child attends ______________________.
(school's name)

Signature ______________________
(Parent or Legal Guardian)

Date ______________________

APPENDIX H

FORM USED TO HAVE TEACHERS RATE STUDENTS' ABILITIES

THE BOARD OF EDUCATION FOR THE CITY OF TORONTO
155 College Street, Toronto M5T 1P6, Canada, 598-4931

1981

June 4, 1982

To: Senior and Composite Elementary
School Principals

Re: Research Study to Examine Aspirations
to Post Secondary Education

Dear

The research technicians, Sarah Capps and Marianne Lee, have nearly completed the in-depth interviewing of 250 Grade 8 students for this research study. However, they have brought it to our attention that some students may have underestimated or overestimated their ability to complete university on the first survey questionnaire. As a consequence, we are concerned that the results of the study may be somewhat weakened because of these data and would like to correct this weakness by obtaining your estimates of the students' ability to complete university.

Attached is a list of the students who were interviewed at your school. Would you or other members of your staff kindly estimate each student's ability according to the five-point scale.

Thank you.

Yours sincerely,

Sylvia Larter
SYLVIA LARTER, Ph.D.,
Research Associate.

Maisy Cheng
MAISY CHENG, M.A.,
Research Assistant.

SL:MC:VV
Encl.

Edward N. McKeown, Acting Director of Education/Ronald W. Halford, Acting Associate Director of Education
Mitchell Lennox, Superintendent of Professional Services/Donald C. Rutledge, Superintendent of Curriculum & Program
Helen I. Sissons, Superintendent of Personnel/Michael J. Rose, Comptroller of Buildings and Plant/David S. Paton, Comptroller of Finance

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School ____________________

Rate the following students on their academic ability to complete university.

1 Yes, definitely
2 Yes, probably
3 Not sure either way
4 Probably not
5 No

Student	Grade Class	Rating

PLEASE RETURN TO RESEARCH DEPARTMENT, TORONTO BOARD.

APPENDIX I

COUNTRIES OF BIRTH FOR CULTURAL/ETHNIC GROUPS

COUNTRIES OF BIRTH FOR CULTURAL/ETHNIC GROUPS

CANADIAN (N = 642)

Place of Birth
Canada - 96.6%
United States - 0.6%
United Kingdom - 0.6%
Other - 2.2%

CHINESE (N = 429)

Place of Birth
Canada - 41.3%
Hong Kong - 20.0%
Vietnam - 15.2%
China - 9.8%
Taiwan (Formosa) - 1.4%
Laos - 1.4%
Burma - 1.2%
Guyana - 1.2%
Trinidad - 0.9%
Philippines - 0.9%
India - 0.9%
Malaysia - 0.7%
United Kingdom - 0.7%
Jamaica - 0.7%
Other - 3.7%

GREEK (N = 312)

Place of Birth
Canada - 82.7%
Greece - 14.1%
Cyprus - 1.3%
Other - 1.9%

PORTUGUESE (N = 286)

Place of Birth
Portugal - 55.6%
Canada - 38.5%
Africa - 2.4%
France - 1.4%
Other - 2.1%

ENGLISH (N = 285)

Place of Birth
Canada - 89.5%
United Kingdom - 3.9%
United States - 1.8%
Jamaica - 1.1%
Trinidad - 1.1%
Other - 2.6%

ITALIAN (N = 218)

Place of Birth	
Canada	89.0%
Italy	6.9%
United States	1.4%
Other	2.7%

JEWISH (N = 157)

Place of Birth	
Canada	83.4%
United States	10.2%
Africa	1.9%
United Kingdom	1.3%
Middle East	1.3%
Other	1.9%

WASP (N = 99)

Place of Birth	
Canada	87.9%
United Kingdom	6.1%
United States	4.0%
Other	2.0%

WEST INDIAN (N = 180)

Place of Birth	
Jamaica	56.1%
Canada	15.6%
Trinidad	12.8%
United Kingdom	3.9%
Guyana	3.3%
Barbados	2.8%
St. Vincent	2.2%
St. Kitts	1.1%
Grenada	1.1%
Other	1.1%

FRENCH (N = 91)

Place of Birth	
Canada	91.2%
France	2.2%
Other	6.6%

GERMAN (N = 59)

Place of Birth	
Canada	86.4%
Germany	5.1%
United States	3.4%
Other	5.1%

UKRAINIAN (N = 60)

Place of Birth
Canada - 93.3%
Soviet Union - 3.3%
United States - 3.3%

EAST INDIAN (N = 57)

Place of Birth
India - 61.4%
United Kingdom - 15.9%
Canada - 7.0%
Pakistan - 3.5%
Africa - 3.5%
Guyana - 3.5%
Other - 5.2%

SCOTTISH (N = 55)

Place of Birth
Canada - 92.7%
Scotland - 3.6%
Other - 3.7%

POLISH (N = 48)

Place of Birth
Canada - 87.5%
Poland - 12.5%

SERBIAN/CROATIAN (N =38)

Place of Birth
Canada - 71.1%
Yugoslavia - 23.7%
Other - 5.2%

SPANISH (N = 39)

Place of Birth
Ecuador - 51.3%
Canada - 15.4%
Central America - 10.3%
Columbia - 10.3%
Argentina - 2.6%
Peru - 2.6%
Uruguay - 2.6%
Dominican Republic - 2.6%
Other - 2.6%

NATIVE INDIAN (N = 37)

Place of Birth
Canada -100.0%

GUYANESE (N = 36)

Place of Birth
Guyana - 97.2%
Canada - 2.8%

IRISH (N = 33)

Place of Birth
Canada - 84.9%
Ireland - 9.1%
Jamaica - 3.0%
Uganda - 3.0%

BLACK (N = 26)

Place of Birth
Jamaica - 46.2%
Canada - 34.6%
Guyana - 7.7%
United States - 3.8%
St. Vincent - 3.8%
India - 3.8%

JAPANESE (N = 21)

Place of Birth
Canada - 81.0%
Japan - 14.3%
Jamaica - 4.8%

VIETNAMESE (N = 20)

Place of Birth
Vietnam - 95.0%
Laos - 5.0%

BRITISH (N = 20)

Place of Birth
Canada - 75.0%
United Kingdom - 25.0%

KOREAN (N = 19)

Place of Birth
Korea - 89.5%
Canada - 5.3%
Germany - 5.3%

APPENDIX J

STUDENTS IN NON-TRADITIONAL COURSES

BOARD OF EDUCATION
Office of Director of Education

April 22, 1982

TO THE CHAIRMAN AND MEMBERS OF THE
STATUS OF WOMEN COMMITTEE:

PART I

Students in Non-Traditional Courses

On December 2, 1981, your Committee approved the following:

> "Students in Non-Traditional Courses
>
> The Committee considered a report which included information from the Board's Chief Educational Research Officer on the estimated time-line and costs which would be involved to carry out a survey and the enrolment of students in non-traditional courses for males and females.
>
> J. Ray moved:
>
> (i) That the Director of Education be asked to prepare a literature review on the subject of students in non-traditional courses, and
>
> (ii) That the Director of Education be asked to prepare a report on the number of male and female students in non-traditional courses.
>
> The motion was carried."

In response to part (ii) of the motion, the Research, Computer and Guidance Departments have cooperated in the preparation of the statistics in Tables 1 to 5.

The 386 day-school courses listed in these five tables each had at least one student enrolled during the 1980-81 academic year long enough to be given a mark at least once.

Statistics were compiled for all 386 courses for two reasons. First, it was very difficult to arrive at a definition of a non-traditional course and then to agree on which courses should be classified as non-

---

traditional. Secondly, it became more and more obvious that a large proportion of the courses probably had enrollments which were mostly of one sex.

The tables give the total enrollments and percentage female enrollments for the 386 courses grouped such that Table 1 includes all courses with 0-19% female enrollment, Table 2 includes all courses with 20-39% female enrollment, etc. through Table 5 which includes all courses with 80% or more female enrollment.

Of the 386 courses, nearly half have over 80% male or female enrollment (see Tables 1 and 5) and approximately four-fifths have over 60% male or female enrollment (see Tables 1, 2, 4 and 5). Only 22% of the courses have enrollments somewhat equally weighted with males and females (see Table 3).

Courses in Table 1 with under 20% female enrollment are mostly in the areas of architecture/drafting, aircraft/flight, engines, automobiles, electricity, electronics, printing, welding, woodwork, metals, machines and services. The twelve courses with the largest total enrollments in this table are Machine Shop, Drafting, Electricity, Sheet Metal, Auto Mechanic, Woodwork, Welding, Small Engines, Graphic Art, Auto Service, Auto Body, and Printing.

Table 2 lists the courses with 20-39% female enrollment many of which are in the areas of mathematics, science, geography, history, photography and music. The twelve courses with the largest total enrollments in this table (in addition to Physical Education & Health) are Chemistry, Physics, Function & Relations, Calculus, Music Instruction, Computer Science, Algebra, Math. Basic, History & Geography, People & Politics, Economic Geography and Food Preparation.

Table 3 represents the courses which are taken as much by females as males. Many of these can be classified as histories, arts, humanities, languages, and geographies. The twelve courses with the largest total enrollments in this table are English, Mathematics, Geography, History, Science, Art, Biology, Economics, Music Band, E.S.L., Latin and Canadian History. Several courses in this table have very large total enrollments because all students in the Province of Ontario must complete the following by the end of the first two years secondary school (grades 9 and 10):

2 English courses
2 Mathematics courses
1 Science course
1 Canadian History course
1 Canadian Geography course

In grades 11 and 12, they must complete two further courses in English.

Many of the courses in Table 4 fall in the three areas of language, art and business - they have female enrollment of 60 to 79%. The twelve courses with the largest total enrollments in this table (in addition to Physical Education & Health) and French, Typewriting, Accounting, Law, Music Vocal, Theatre Arts, Man in Society, Consumer Education, Italian, Foods, Music Strings and Dramatic Arts.

Finally, Table 5 is a list of the courses with 80-100% female enrollment. A large proportion of these courses are in the areas of health, home/family, business, office and language. The twelve courses with the largest total enrollments in this table are Office Practice, Family Study, Record Keeping, Machine Applications, Cloth & Textiles, Business Communication, Visual Arts, Portuguese, Cloth Construction, Clerical Practices, Home Management, and Shorterhand.

TABLE 1

0-19% FEMALE ENROLLMENT

Course Number	Course Name	% Female	Total Enrollment
047	Math. Tech.	0%	1
052	Math. 2	0%	12
197	P.E. Aquatics	0%	1
225	Air Cond., Ref	0%	134
235	Aircraft Eng.	0%	110
265	Arch. Design	0%	28
267	Arch. Drawing	0%	49
280	Auto Elect.	0%	176
286	Auto Technol.	0%	23
297	Bldg. Tech.	0%	18
300	Blueprint Read	0%	57
393	Dp - Systems	0%	6
410	Diesel Eng.	0%	83
420	Draft. Elect.	0%	23
433	Drafting Tech.	0%	70
458	Elect. Technol	0%	14
460	Elect. Theory	0%	142
470	Electron Lab	0%	61
475	Electron Theo	0%	61
511	Flight	0%	46
545	Hist of Arch.	0%	29
586	Ind. Chem.	0%	24
589	Ind. Electron	0%	84
595	Instrum Tech	0%	9
630	Machine Des.	0%	183
631	Machine Shop A	0%	46
640	Machine Tech	0%	30
651	Machine Srvs.	0%	15
660	Math & Proc.	0%	12
760	Ptg. Mech. Comp.	0%	63
885	Strength Matl	0%	14
890	Struct. Design	0%	60
895	Surveying	0%	68
900	Tech Services	0%	13
915	Theory Flight	0%	62
948	Welding Gas	0%	33
230	Aircraft	1%	460
245	Aircraft Fr.	1%	111
277	Auto	1%	343
278	Auto Body	1%	725
295	Bldg. Const.	1%	162
374	Concrete Form	1%	379
425	Drafting	1%	2,588
430	Drafting Arch	1%	181
455	Elect. Constr.	1%	597
456	Elect Inst. & Maint	1%	94
465	Electricity	1%	2,266
478	Elem. Tech 3	1%	497
480	Electronics	1%	343
525	Graphic Art	1%	872
542	Heating	1%	411
635	Machine Shop	1%	2,808
725	Pattern Mak	1%	117
750	Printing	1%	670
903	Technical 2	1%	169
940	Welding	1%	951
945	Welding Arc	1%	156
950	Woodwork	1%	1,061
076	Geography II	2%	43
285	Auto Mechanic	2%	1,111
350	Carpentry	2%	588
435	Drafting Mech	2%	124
476	Elem. Tech. 1	2%	503

(Continued...2)

TABLE 1

0-19% FEMALE ENROLLMENT

Course Number	Course Name	% Female	Total Enrollment
477	Elem. Tech. 2	2%	533
625	Lithography	2%	96
632	Machine Shop B	2%	51
745	Plumbing	2%	513
786	Recreation	2%	43
787	Refrigeration	2%	48
830	Sheet Metal	2%	1,516
845	Small Engines	2%	903
287	Auto Service	3%	796
671	Metallurgy	3%	52
758	Ptg. Hand Comp	3%	79
770	Qual Analysis	3%	37
906	Tech Drawing	3%	272
345	Cabinet Mak.	4%	442
722	Political Sys.	4%	13
436	Drafting Mech	5%	60
466	El. App. Rep.	5%	383
471	Eng. Drawing	5%	79
612	Letter Press	5%	190
765	Ptg. Presswork	5%	128
352	Car Care, Rep.	6%	36
432	Drafting Gen	6%	128
512	Film Prepar	6%	81
588	Ind. Physics	6%	65
762	Ptg. Type Comp	6%	78
917	Trowel Trades	7%	309
398	Bldg. Maint	8%	146
742	Plastics	9%	163
775	Quan Analysis	9%	54
138	Journalism	10%	49
372	Comm Baking	11%	349
655	Masonry	11%	372
856	Language	11%	35
922	Upholstery	11%	185
567	Horticulture	12%	179
900	Tailoring	12%	153
075	Botany	14%	77
710	Offset Print	14%	244
379	Consumer Econ	16%	333
526	Graphic Des.	16%	38
585	Ind Arts	16%	591
902	Technical 1	16%	224
385	Crafts	17%	175
395	Decorating	17%	12
844	Space and Man	17%	82
450	Dry Cleaning	18%	199
177	Music Special	19%	149

TABLE 2

20-39% FEMALE ENROLLMENT

Course Number	Course Name	% Female	Total Enrollment
069	Chemistry Spc	20%	30
649	Math. Basic	20%	712
715	Organic Chem	20%	15
735	Perspective	20%	44
304	Barbering	21%	189
186	Music Brass	22%	50
275	Arch. Tech	22%	58
850	Soc. Studies	22%	46
022	Hist & Geog.	23%	551
195	Ph. Ed & Hlth	23%	11,690
472	Engineering	23%	40
027	Economic Geog	24%	442
507	Food Prepn	24%	428
360	Candn Society	24%	296
661	Media & Comp	25%	24
783	Reproduction	25%	24
807	Retouching	25%	12
587	Int. Dec.	26%	38
790	Research	26%	65
916	Typog & Dsgn	26%	19
486	Everyday Liv	27%	30
185	Music Inst.	28%	1,894
371	Comm. Art	28%	262
040	Algebra	29%	1,235
060	Physics	31%	5,490
200	Physical Ed	31%	3,222
376	Computer Sci	31%	1,291
812	Sani & Safety	31%	16
065	Chemistry	32%	5,992
002	English A1	35%	37
026	Regional Geog	35%	181
043	Applied Math	35%	155
044	Calculus	35%	2,212
549	History S	35%	100
721	Peop & Polit	35%	513
835	Shop Work	35%	325
188	Music Wd. Wind	36%	206
327	Law II	36%	56
049	Func & Relat	37%	2,287
007	English Spec.	38%	417
018	Current Evens	38%	24
732	Pers. Finance	38%	85
740	Photography	38%	146
034	Physical Geog.	39%	379
062	Arith for Liv	39%	23

TABLE 3

40-59% FEMALE ENROLLMENT

Course Number	Course Name	% Female	Total Enrollment
346	Can. Studies	40%	37
378	Computer Prog	40%	30
551	History 6	40%	30
702	Occupations	40%	230
032	Urban Geog	41%	842
123	App. Humities	41%	17
143	Cl. Civils	41%	34
054	Math - Invest	42%	525
498	Films Study	42%	66
0[illegible]5	Economics	43%	3,051
09[illegible]	Function	44%	148
129	Ukrainian	44%	77
205	Art	44%	4,685
558	Histoire II	44%	32
738	Photo & Graphic	44%	68
753	Print Making	44%	104
953	World Prob Dev	44%	136
041	Math Special	45%	172
056	Urban Studies	45%	414
057	Environm Sc.	45%	100
078	Human Geog.	45%	86
160	Greek	45%	29
315	Bus. Finance	45%	332
548	History 4	45%	101
074	Special	46%	13
328	Law III	46%	54
483	English A	46%	359
580	Illustration	46%	216
623	Life Skills	46%	48
747	Pottery	46%	92
030	Geography	47%	14,402
035	Mathematics	47%	27,803
055	Science	47%	11,910
506	Food Management	47%	32
005	English	48%	30,253
020	History	48%	14,304
070	Biology	48%	4,556
615	Life Drawing	48%	[illegible]44
815	Sculpture	48%	[illegible]
962	American History	48%	[illegible]
183	Music Band	49%	2,140
451	E.S.L.	49%	1,833
716	Painting	49%	37
958	World Issue	49%	248
063	Effective E[illegible]	50%	4
836	Sign Language	50%	4
967	Chinese	50%	129
014	Can & Amer Lit	51%	130
029	Resource Mgmt	51%	45
203	Art History	51%	65
335	Bus. Organiz	51%	348
546	History 2	51%	479
620	Life Painting	51%	104
033	Geog Fund	52%	48
547	History 3	52%	170
797	Rest. Service	52%	271
964	Canadian History	52%	1,132
002	Mathematique	53%	60
213	Advertis Des.	53%	178
440	Drawing	53%	127
499	Finite Math	53%	17
550	History of Art	53%	160
695	Museum	53%	74
875	Still Life	53%	193

(Continued...2)

TABLE 3

40-59% FEMALE ENROLLMENT

Course Number	Course Name	% Female	Total Enrollment
349	Career Plan	54%	193
814	Sc. of Colour	54%	13
965	Chin & Rus Hist	54%	26
390	Data Process	55%	428
400	Design Gen.	55%	187
955	World Politic	55%	157
015	English Lit	56%	207
100	Latin	56%	1,153
479	Eng for Surv	56%	229
653	Mktg - Princ.	56%	41
719	Prose & Fiction	56%	159
970	Writing Skill	56%	110
101	Classical Civ	57%	42
652	Marketing	57%	945
010	English Comp	58%	293
023	Mod Eur Hist	58%	97
317	Intro to Acct	58%	145
487	Envirntl St.	58%	108
959	World Problem	59%	181

TABLE 4

60-79% FEMALE ENROLLMENT

Course Number	Course Name	% Female	Total Enrollment
012	English B	60%	205
019	Drama	60%	149
051	Math 1	60%	5
104	Clscl Studies	60%	131
163	Modern Greek	60%	133
386	Data Concepts	60%	619
402	Indep Living	60%	63
412	Diet Therapy	60%	15
599	La Politique	60%	25
905	Techniques	60%	15
046	Math. C	61%	28
369	Communication	61%	157
084	Francais	62%	273
187	Music Strings	62%	957
325	Law	62%	2,983
733	Pers. Typing	62%	798
016	Canadian Lit	63%	136
127	Polish	63%	59
544	Anct. Med. Hist.	63%	158
910	Theatre Arts	63%	1,342
085	French	64%	9,759
207	Art Design	64%	73
582	Illust & Lett	64%	119
068	Dram. Arts	65%	870
218	Accounting	65%	3,449
220	Acctg. Prac.	65%	101
298	Design	65%	138
645	Man in Society	65%	1,492
341	Gen. Business	66%	398
094	French Actual	67%	60
442	Drawing & Paint	67%	113
610	Lettering	67%	12
893	Supervision	67%	18
013	Drama & Poetry	68%	85
190	Music Vocal	68%	2,462
347	Canadn Family	68%	345
497	Fig Draw & Anat	68%	111
011	Creative Wrtg	69%	52
115	German	69%	672
145	Russian	69%	13
219	Applied Acct.	69%	61
852	Sociology	69%	348
559	Histoire	70%	164
555	Home Ec	71%	14
017	Mass Media	72%	208
375	Consumer Ed.	72%	1,220
042	Dev. Math	73%	125
392	DP - Prog	73%	55
081	Geographic	74%	101
180	Music Apprec	74%	27
202	Art Option	74%	117
301	Prog & Systems	74%	58
172	Italian	75%	1,167
214	Art Special	75%	24
825	Sewing	75%	159
957	World Religion	75%	85
130	Spanish	76%	241
209	Art Materials	76%	89
330	Bus. Machines	76%	703
340	Bus. Practice	76%	92
[illegible]	Typewriting	76%	6,952
[illegible]	Ceramics	77%	98

(Continued...2)

TABLE 4

60-79% FEMALE ENROLLMENT

Course Number	Course Name	% Female	Total Enrollment
175	Music	78%	548
182	Phys. Sc. I	78%	145
196	Phys Ed. Hlth	78%	8,493
381	Con. Finance	78%	23
087	French A	79%	100
377	Computer Fund	79%	109
305	Foods	79%	1,141
665	Merchandising	79%	541
930	Visual Art	79%	536

TABLE 5

80-100% FEMALE ENROLLMENT

Course Number	Course Name	% Female	Total Enrollment
309	Dance Educ	80%	50
785	Record Keep	80%	565
855	Speech Arts	80%	10
633	Machine Math	81%	232
096	French Lit	82%	57
128	Portuguese	82%	399
921	Typewriting 2	82%	89
003	Eng. Compreh	83%	36
579	Illus & Real	83%	24
931	Visual Arts	84%	401
095	French Comp	86%	29
628	Mach. Applic.	87%	523
730	Penmanship	87%	286
783	Reading	87%	61
332	Business Math	88%	277
919	Typing Adv	88%	50
488	Family Dev.	89%	142
530	Hairdressing	89%	249
194	Health	90%	318
600	Key Punching	90%	222
654	Mktg - Applic	90%	41
491	Explor in Bus	91%	175
700	Nutrition	91%	133
726	Patt for Liv	91%	154
474	Family Health	92%	13
088	French B	93%	28
309	Bus. English	93%	162
071	Eng. 2nd Dict	95%	19
307	Bus Communic	95%	403
501	Family Study	95%	1,121
956	Working	95%	20
360	Clerical Prac	96%	380
606	Data Keypunch	96%	455
686	Child Develop	96%	28
785	Office Pract	97%	1,371
566	Housing	98%	95
699	Nursing Prac	98%	65
840	Shorthand	98%	103
954	Work Expernc	98%	80
317	Business Procedure	99%	328
365	Cloth & Text	99%	410
664	Med Surgery	90%	71
698	Nursing Arts	99%	69
838	Shtd. Forkner	99%	109
842	Stenography	99%	288
961	Canadn Women	99%	89
079	Dicta Typing	100%	37
125	German Comp	100%	5
173	Italian A	100%	11
174	Italian B	100%	9
191	Health Care T	100%	25
192	Health Care P	100%	153
227	Intro to Comp	100%	11
303	Basic Busin	100%	171
310	Business Corr	100%	98
362	Cloth Constr	100%	380
368	Comm Bus Proc	100%	87
452	E. Child Dev't	100%	9

(Continued...2)

TABLE 5

80-100% FEMALE ENROLLMENT

Course Number	Course Name	% Female	Total Enrollment
489	Family Life	100%	100
492	Fashion Arts	100%	19
535	Hairdrs Pract	100%	54
540	Hairdrs Theo.	100%	36
[illegible]	Home Managemt	100%	375
575	Hygiene	100%	15
577	Infant Care	100%	88
690	Modern Lit	100%	34
693	Grooming	100%	160
701	Group Guid	100%	168
704	Obs Pr & Ger.	100%	31
727	Ped Th & Sr. Nsg.	100%	31
749	Ind. Sewing	100%	142
820	Secretarial P	100%	65
839	Short & Typing	100%	35
841	Shorterhand	100%	338
843	Transcription	100%	55
868	Language Arts	100%	21
907	Textiles	100%	19

Part (i) of the motion passed by your Committee asked for a literature review on the subject of students in non-traditional courses. A literature search done by the Library indicated that there is very little literature which deals specifically with this topic. The few titles which appeared in the search mostly related to American adult women in traditionally male occupations, apprenticeships and vocational/occupational education programs. Consequently a review of this material would probably not be of too much help or interest to the Committee in its deliberations about the Toronto Secondary School System. Two reports have been recently produced by the Curriculum Division which might be of use to the Committee - both documents contain discussions of the literature and extensive bibliographies.

They are:

(1) Mathematics: The Invisible Filter, A Report on Math Avoidance, Math Anxiety and Career Choices

(2) Two Minds

The first document will be the basis for some of this year's curriculum writing. The second, developed by a team of consultants and teachers, is a survey of some of the literature about the brain and language learning.

RONALD W. HALFORD,
Associate Director
of Education - Operations.

EDWARD N. MCKEOWN,
Director of Education.